DOCUMENT RESUME

ED 129 418	PS 008 813
AUTHOR	Rath, Susan W.; And Others
TITLE	Follow Through: A Story of Educational Change.
INSTITUTION	Nero and Associates, Inc., Portland, Oreg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	SB0208(a)-73-C-107
PUB DATE	Jun 76
CONTRACT	OEC-0-73-5256
NOTE	135p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	*Ancillary Services; Change Agents; Change Strategies; *Compensatory Education Programs; Disadvantaged Youth; *Early Childhood Education; *Educational Change; Educational Innovation; Federal Programs; Intervention; Paraprofessional School Personnel; *Parent Participation; Parent School Relationship; Poverty Programs; Program Development; School Community Programs; *Vocational Development
IDENTIFIERS	*Project Follow Through

ABSTRACT

This survey of Follow Through programs over the past nine years examines program implementation from the perspective of local schools (complementing an earlier study on implementation of education models from the perspective of model sponsors). Ten sites around the country were visited and over 300 Follow Through participants interviewed, including parents, children, teachers, paraprofessionals, principals, Follow Through staff, administrators and school board members. Dealing with Follow Through program design and evaluation only as related to implementation, the study focuses on how Follow Through is translated into day-to-day operations. A study team searched for "lessons learned" that could help others toward successful implementation of programs. Key chapters discuss the implementation process as it relates to: changing the classroom, parent invovlement, support services, career development, and changes in the schools. (BF)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED129418

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED129418

Follow Through

A Story of Educational Change

Submitted by:
Nero and Associates, Inc.
208 S. W. Stark Street
Portland, Oregon 97204

Susan W. Rath Project Director
Patricia Sposito Study Director
Rich Chapin Researcher
Kathy Newton Researcher

PS 008813

The research reported herein was performed pursuant to a Contract No. SB0208(a)-73-C-107; Prime Contract No. OEC-0-73-5256 with the Office of Education, United States Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

June 1976

Contents

Page

Preface i

Acknowledgements ii

Introduction

Chapter I Evolution of Follow Through 1

Chapter II What is Follow Through? 7

Chapter III Our Approach to the Study 17

Findings

Chapter IV Changing the Classroom 21

Chapter V Parent Involvement 45

Chapter VI Support Services 71

Chapter VII Career Development 81

Chapter VIII Changes in the Schools 93

Commentary

Chapter IX The Best of Follow Through 111

Appendices 115

Preface

The staff people who work so hard to make Follow Through happen believe in the program. The parents who work in it, with it, and for it believe in Follow Through. The teachers who have changed their methods and their classrooms believe in Follow Through. And the children are benefiting from it. The impact Follow Through has made on people -- children and adults -- and on institutions, schools and community agencies is a lasting one and one that deserves recognition.

It is important for the reader to understand that we feel Follow Through has made a substantial contribution to improving education and improving the schools. The reason this is important is that this is a book about Follow Through experiences and some of the very real problems Follow Through faced over the years. Because we believe in Follow Through -- and believe that the process of how to do it ought to be shared -- we asked people to share with us how they made Follow Through happen. They talked freely about the good times and the bad times. They shared the difficulties of the early years. They gave us good advice about the "dos and don'ts" of implementing a Follow Through program. And we are now sharing these with you.

In short, one of the strengths of Follow Through is the openness of the people who are involved in it and their willingness to share their problems as well as their strengths. We feel, and they concur, that others should have the benefit of their experiences so those who are starting or continuing Follow Through programs might have a little smoother time of it.

Nobody ever said Follow Through was easy. And we and, more importantly, those who are doing it, say it is worth the effort.

Acknowledgements

This report reflects the work of many people beyond those whose names you see on the title page.

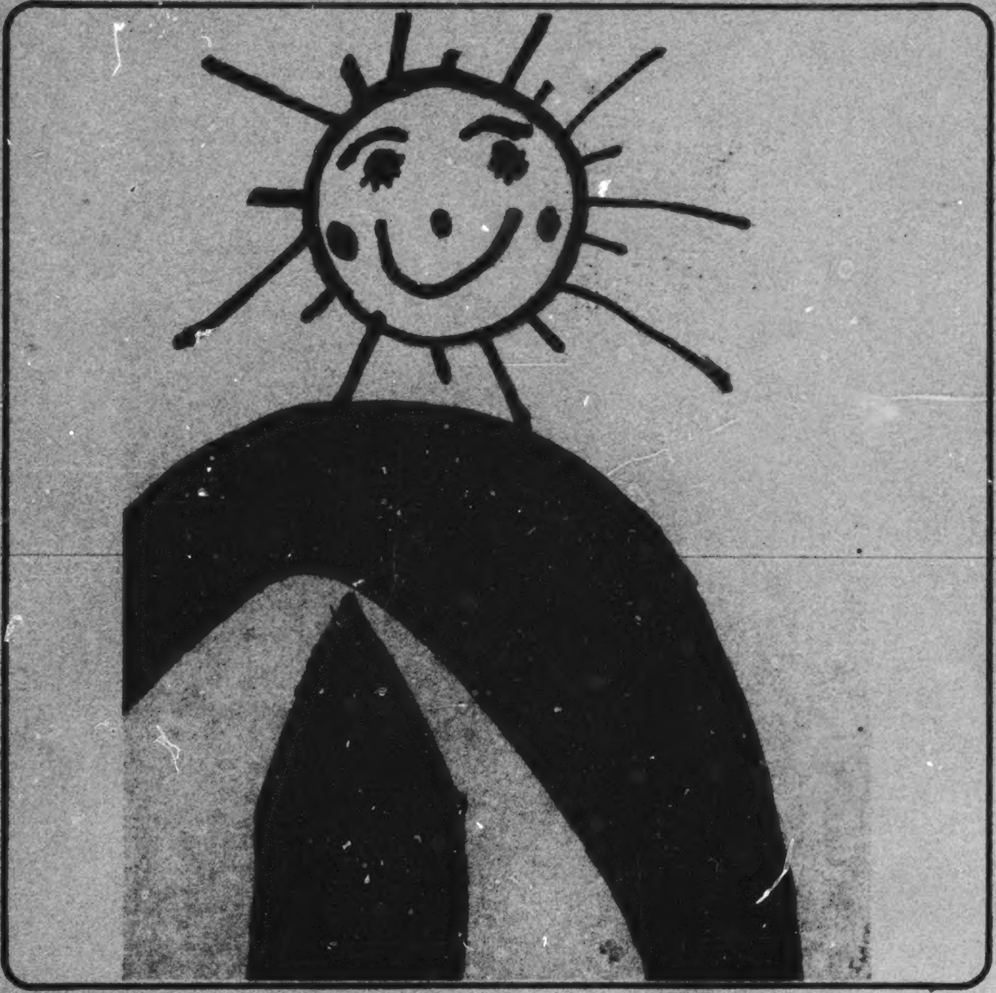
We extend our sincere appreciation to the literally hundreds of people who made it possible. Special thanks go to the parents, children, teachers, Follow Through staff and administrators who took time out from their busy schedules, often on very short notice, to share with us their experiences in Follow Through. Without their help, this book would not be possible. Thanks also to C. David Beers, Jerry Johnson, Marion Campbell, O. Virginia Mitchell, and Florice Walker for their early fieldwork which contributed toward the study.

Our appreciation goes also to Florence Foster, Murray Krantz, and Elliot Entis, our reviewers, for providing new eyes through which we were able to revise and improve the first draft. Our editors, Steve Rosenthal and Vicki Spandel, were invaluable in helping us say what we really meant. Our typists, Lynda Grow and Michele Toth, are to be commended for their exceptional mind-reading abilities and their patience. A special thanks to Fred Bresnick, our Project Officer at USOE, whose patience and faith in us guided us through the hardest times.

And finally, we extend our appreciation to Tom Unthank (a Follow Through parent, by the way) who did the graphics and layout, and to the children at Eliot School, a Follow Through School in Portland, whose artwork adorns this report.

Introduction

Chapter I
Evolution of Follow Through



Evolution of Follow Through

The 1960's were characterized by a burst of government-sponsored programs designed to interrupt the cycle of poverty. These were primarily conducted under the aegis of the Office of Economic Opportunity (OEO). Of the variety of programs produced by OEO Project Head Start emerged as one of the most hopeful and popular.

Head Start is a preschool program that grew out of the idea that many poor and minority children have difficulty in school because they are seldom exposed to the types of preschool learning experiences which prepare them to cope with the school environment. Head Start was initially designed to give poor/minority children a "head start" in school by providing enrichment experiences before they entered school.[1] In addition, Head Start offered comprehensive health and social services to prevent or correct problems which may interfere with children's learning, and made provisions for parent involvement in educational and decision-making processes.

Unfortunately, evaluations of the first group of Head Start children indicated a disappointing lack of improvement in their educational progress. This led to the conclusion that Head Start, which that first year consisted of an eight-week summer program, did not have enough impact to counteract the numerous negative influences which the children experienced. One of the factors identified as a barrier to continued advancement of Head Start children was the educational system itself. Few schools serving low-income areas were prepared to build on the educational benefits of the Head Start experience.

Sargent Shriver, Director of OEO, called for a follow-up of Head Start children into the early elementary grades. In early 1967, President Johnson asked Congress to "preserve the hope and opportunity of Head Start with a 'follow through' program in the early grades."[2] Follow Through was subsequently legislated in conjunction with Head Start in the 1967 amendments to the 1964 Economic Opportunity Act.:

---

[1] Head Start has since been expanded to a full-year program serving three, four and five year old children. The range of educational and support services has been increased and strengthened over the years.

> a program to be known as "Follow Through" focused primarily upon children in kindergarten or elementary school who were previously enrolled in Head Start or similar programs and designed to provide comprehensive services and parent participation activities...(to) aid in the continuing development of children to their full potential...Financial assistance for such projects shall be provided...to local educational agencies...[3]

Since Follow Through was created to extend the Head Start preschool experience into kindergarten and the first three grades of school, it is not surprising that it was patterned after Head Start. Follow Through, like Head Start, provides for parent involvement and comprehensive services, and its focus is on helping children from low-income families to be more successful in school. However, Follow Through, unlike Head Start, was directed toward children already enrolled in school. Because the U.S. Office of Education (USOE) was the appropriate federal agency for school-oriented programs, responsibility for administering the national Follow Through program was delegated to USOE rather than OEO.

The Changing Concept of Follow Through

Anticipating broad-based funding of Follow Through, USOE launched a $3.8 million pilot program in 1967-68. The pilot program involved 2900 children in 39 districts throughout the nation. By 1968, however, it had become apparent that funding for Follow Through would be considerably less than originally expected ($15 million of a projected $120 million).

---

[2] U.S. 90th Congress, 1st Session, February 1967. Congressional Record Vol. 113, pt. 2, page 2882.

[3] Economic Opportunity Act of 1964, as amended: Section 222(a). This has now been superseded by the Community Services Act of 1974, Pl 93-644. Title V of this act is entitled "The Head Start-Follow Through Act."

As a result of the reduced budget, it was decided:

> by OEO, Department of Health, Education, and Welfare, USOE and OMB (Bureau of the Budget) that Follow Through -- for the time being -- should be an experimental program designed to produce information which would be useful 'when' the program was expanded to nationwide service proportions.[4]

Thus, the orientation of Follow Through shifted away from large-scale provision of services and toward developing, refining, and examining alternative educational approaches.

Since it was hoped that eventually Follow Through would be expanded to reach a large proportion of schools serving low-income communities, noninstructional aspects of the program such as comprehensive health and social services and parent involvement were maintained. Follow Through, then, finally emerged as a combination of social action as defined by OEO antipoverty programs, and educational research and demonstration as conceived by USOE.

Sponsor-Site Selection

Examination of various innovative approaches to early childhood education in Follow Through came to be known as "planned variation". USOE contracted with several "sponsors" -- universities, educational laboratories, and private nonprofit educational development firms -- to develop and implement innovative educational programs in local school districts. The "sites", those school districts which were to participate in Follow Through, were also selected by USOE at this time.

In order to help match local Follow Through sites with sponsors, a conference was held in February, 1968. Each Follow Through site team, consisting of a local school official, a school board member, a local community action agency official, and a parent, met with sponsor representatives to select an innovative educational program or "model" for implementation at their site. All 39 districts involved in the pilot study were allowed, though not required, to select a sponsor at this time. All sites chosen to participate in Follow Through after the 1967-68 pilot were required to select and implement one of the sponsor models. In addition, each site was assigned a "general consultant" to assist in developing program areas not covered in depth by the sponsor (usually health, nutrition, social services, psychological services and parent/community involvement), and a USOE Project Officer to monitor the program.

---

[4] Appendix to Request for Proposal for Follow Through, History of the Follow Through Program. Presented at Sponsors Conference, Washington, D.C. July 17-20, 1972.

Follow Through: 1968 - 1976

Follow Through was implemented gradually at local sites: kindergarten and/or first grade the first year, second and third grade in succeeding years.

The program reached its peak in the early 1970's with 22 sponsors and 178 sites (see Chart A). Since then, there has been an overall decrease in funds and sites, though the number of children per site has remained high.

Chart A Overview of Follow Through

Year of Program Operation 1/	Appropriations (in millions)	Number of Sponsors 2/	Number of Local Projects	Number of Low-Income Children Funded	Follow Through Grades
1967-68 3/	3.75 4/	0	39	2,900	K-1
1968-69 3/	11.25	14	92	15,500	K-1
1969-70	32.00	20	160	37,000	K-2
1970-71	70.30	22	178	60,200	K-2
1971-72	69.00	22	178	78,170	K-3
1972-73	63.06 5/	22	173	84,000	K-3
1973-74	57.70	22	170	81,000	K-3
1974-75	53.00 5/	22	169	78,000	K-3
1975-76	55.50 5/	20	165	76,500	K-3
1976-77	59.00 6/	20	164	76,000	K-3

1/ Year of Program Operation means the school year for which the fiscal year appropriation in column (2) was primarily used.

2/ The numbers in this column represent the numbers of grants for sponsors for the year.

3/ Fiscal year 1968 appropriation of $15 million was the primary source for both school year 1967-68 and 1968-69.

4/ The funding level includes funds for the Follow Through Office's salaries and expenses (1967-72).

5/ Includes supplemental appropriations.

6/ Estimated figure.

Local schools have absorbed an increasing portion of the cost of Follow Through. Local trainers now have major responsibility for orienting and training instructional staff in the sponsor's approach, and school district personnel have begun to generate curriculum materials consistent with sponsor approaches. In many instances, community agencies and non-Follow Through school district personnel have assumed responsibility for social and health services once paid for by Follow Through, with Follow Through staff acting more in a referral capacity. Follow Through staff and Policy Advisory Committees are seeking additional local and state funding sources for components or activities they view as essential to the operation of their programs.

Looking Ahead

Follow Through is now in its ninth year of operation. Though there is strong support among sponsors, Follow Through school staff, parents and national planners for continuation and expansion of the program, the future of Follow Through is unclear. Sites, sponsors and USOE staff are concerned with how best to share what they have learned from Follow Through with other schools serving low-income and minority communities.

In the midst of this uncertain future, Follow Through at all levels continues to learn and grow with its variety of innovative instructional approaches, involvement of parents and comprehensive services.

Introduction

Chapter II

What is Follow Through

Desiree's
House

What is Follow Through?

As we saw in Chapter I, Follow Through was originally designed to extend the benefits of the Head Start early intervention experience for low-income children into the early grades of school. Federal rules and regulations define Follow Through as:

> an experimental community services program designed to assist, in a research setting, the overall development of children enrolled in kindergarten through third grade from low income families, and to amplify the educational gains made by such children in Head Start and other similar quality preschool programs.[5]

Thus, Follow Through is both an educational experiment and a direct services program. Similarly, it combines instructional services with comprehensive health and social services. The regulations further emphasize the importance of effective parent and community involvement in Follow Through.

These three elements -- educational innovation, comprehensive services and parent/community involvement -- form the foundation upon which the Follow Through program is built.

Educational Innovation. Though it was apparent that traditional teaching methods were not successful in reaching many low-income and minority children, it was not clear to national planners of Follow Through what changes would be most effective. One of the primary purposes of Follow Through, then, is to provide a forum for development and examination of alternative approaches to early childhood education. This is specified in the Follow Through rules and regulations:

> Follow Through project grants are made...in order to explore the effects of a number of promising approaches to the education of children from low-income families in the early elementary grades.

---

[5] This and all subsequent unmarked quotes in this chapter are taken from from Follow Through Program Rules and Regulations, FR 77, Part II, April 21, 1975, pp. 17714-17717.

Comprehensive Services. Aside from the question of instructional methods, Follow Through recognizes the relationship between educational development and the physical, social and emotional well-being of the child by:

> providing comprehensive services and special activities in the areas of physical and mental health, social services, nutrition and such other areas which supplement basic services already within the school system.

Many schools simply did not have the resources to adequately address the often multiple health and social problems of children from low-income and minority families. Thus, another major purpose of Follow Through is to help children and their families cope with noninstructional problems which may interfere with educational growth.

Parent/Community Involvement. Finally, Follow Through parents and the community determine the environment in which the child lives outside the school. For this reason, and because parents and the community are directly affected by Follow Through, the regulations call for:

> conducting the program in the context of effective community service and parental involvement.

Parents and community representatives are involved in Follow Through both as participants and as decision-makers, to enhance program effectiveness and to assure that the program meets the expressed needs of those it is intended to serve.

Who is Involved in Follow Through?

USOE. The United States Office of Education is responsible for administering Follow Through at the national level, and does so through the Division of Follow Through. USOE staff award grants to sites and sponsors, monitor program operations, provide technical assistance, and contract with other agencies to carry out specified evaluation and research tasks.

Sponsors. There are now 20 Follow Through sponsors. Each sponsor works with as many as 19 or as few as one local site. Follow Through grants to sponsors enable them to train staff and develop materials and other training and technical assistance resources necessary to assist their sites in implementing the sponsor's instructional model.

Sites. Follow Through programs are operating at 165 local sites this year. A site may consist of one or several Follow Through schools. Sometimes all of the K-3 classes in a school are in Follow Through, while other sites intersperse Follow Through and non-Follow Through classrooms in the same schools. Follow Through grants to local sites pay for staff, materials and equipment to supplement the existing school program. Follow Through sites are distributed throughout the country, in both urban and rural areas.

Children and Parents. Follow Through serves primarily children and families whose income falls at or below the official poverty line (as determined by the Office of Management and Budget and the Department of Health, Education and Welfare)[6] who are enrolled in the primary grades (K-3). In most cases, at least half the children in Follow Through have been in Head Start or a similar preschool program. Nationwide, about half of Follow Through children are Black, one third White, and the remainder from a variety of Spanish surnamed, Native American, and other ethnic or racial groups.[7]

What is Follow Through?

Planned Variation

Planned variation is a term often used to describe the variety of educational approaches developed by Follow Through sponsors. Each sponsor's approach represents an integrated set of theories and beliefs about teaching and learning, as well as translations of those theories and beliefs into practical applications. Sponsor approaches are based on results of research in child development and education. Some models grew out of research by the sponsor, while others are founded on widely recognized theories such as Piaget's stages of cognitive development or principles of behavior modification.

In some models, most of the curriculum is contained in published materials. The curriculum is arranged sequentially, with different entry levels for children at different levels of mastery. Typically, a teacher, aide or volunteer presents daily lessons in specified subject areas to small groups of children, following a lesson plan provided by the sponsor.

---

[6] Ibid, p. 17714

[7] Wilson, Rosemary, Answer to Inquiries about Follow Through, Washington, D.C.: USOE (no date).

Other models focus more on rearranging the physical layout of the classroom, using learning centers and/or special equipment designed to stimulate and maintain children's interest. The role of teaching staff is then to use teaching materials and equipment to structure learning environments and guide children through carefully planned learning experiences.

Still other sponsors encourage children and teachers to plan and carry out their own activities based on the children's interests, needs and capabilities. These approaches place less emphasis on predetermined curriculum materials and equipment. Rather, they focus on training teaching staff to identify and respond to children's developmental needs, and on developing staff creativity in the use of learning/teaching resources.

Some sponsors concentrate heavily on improving the educational environment in the home. In these models, staff work directly with parents in the classroom and at home to improve their skills as teachers of their own children.

All of the models employ individualized instructional techniques, intensive training, and innovative curriculum materials and equipment. They are all designed to foster growth in both cognitive and affective areas. All of the sponsors recognize the importance of respecting and building upon the child's linguistic and cultural heritage, and each prescribes a role for parents in the educational process. Yet each Follow Through instructional approach is unique in the extent to which the sponsor places relative emphasis on each of these goals, and in the ways the sponsor chooses to work toward meeting them.

Sponsor-Site Relationship. Each Follow Through site (except some of those which became involved during the 1967-68 pilot year) has developed a contract with a particular sponsor, whereby the sponsor provides training, technical assistance and materials to help implement the model, and the site provides feedback on what happens in the school and classroom. Thus a direct link is forged between educational theory (sponsor) and practice (site).

Once the sponsor-site match has been made, there is practically no opportunity for the local site to change to another sponsor. This sponsor-site "marriage" within a "no-divorce" context was not always easy for Follow Through schools and sponsors. This was especially true when the model was selected without a broad base of involvement, or where the model selected was visibly in conflict with the type of approach favored by the community or the school district. Yet, at the same time, this arrangement encouraged sites and sponsors to engage in serious, ongoing problem-solving in order to maintain program effectiveness.

Follow Through Program Components

Each Follow Through site is responsible for implementing five specific program components: instruction, training, parent involvement, support services[8] and career development.

Instruction. Follow Through schools are required to include:

> an instructional component which generally through association with a program sponsor implements a particular innovative approach to the education and development of low-income children.

While most sites work with a Follow Through sponsor to implement that sponsor's instructional model, a few have implemented innovative programs without direct association with a sponsor. These are referred to as self-sponsored sites. Although the specific nature of changes in teaching practices, materials and equipment, and classroom arrangement varies according to the instructional model, virtually all Follow Through classrooms are marked by an increased number of adults and a rearranged and enriched learning environment.

---

[8] We have combined four components as defined by the rules and regulations (health, social services, guidance and psychological services, and nutrition) into an all-inclusive "support services" component.

Training. Each Follow Through project must implement:

> a training component which includes: (1) preservice and inservice training, developed with the assistance of the project sponsor, for the Follow Through staff members including parent coordinator, social service aides and other ancillary personnel, (2) orientation activities for non-Follow Through personnel who have responsibilities relating to the Follow Through project.

Training is the principle vehicle by which sponsors implement their instructional models. Sponsor representatives have worked with Follow Through schools in conducting workshops, observing classrooms and solving problems with Follow Through staff and parents. Follow Through staff and parents have in turn participated in sponsor-conducted regional workshops and demonstration centers.

Many sites have established the role of local trainer in response to their need for ongoing, accessible support and training. Though the specific job title varies among sites and sponsors, the role itself is relatively widespread in Follow Through. The local trainer is someone at the site, usually paid by the local Follow Through program, who is especially knowledgeable about the sponsor's approach and the local school and community. The local trainer's primary responsibility is to adapt the sponsor model to reflect local needs and conditions.

Parent Involvement. Each Follow Through project includes:

> a parent and community involvement component which actively involves parents and other interested persons in the community in all aspects of the project through such activities as (1) participation in the work of the Policy Advisory Committee and other parent groups; (2) participation in the classroom as observers or volunteers, or as paid employees...(3) regular home visits and other contacts initiated by project staff; and (4) participation in educational and community activities developed through other program components.

Many Follow Through schools hired a person, often a parent or community resident, to stimulate, actively support and coordinate parent involvement. In this report, we have referred to this role as the parent coordinator. While in most schools there was one parent coordinator, in others responsibility for working with parents and the community was shared among several staff members -- home visiting aides, social work aides, nurse, Follow Through director.

Support Services. USOE rules and regulations specify that all Follow Through projects include health, social services, guidance and psychological services, and nutrition components. These components are designed to help Follow Through children and families cope with specific problems which may interfere with educational growth. These services support rather than directly implement instructional objectives. Thus, we are including them all under the general heading of "support services".

Follow Through support services are often coordinated by a single person -- social worker, nurse, Follow Through director, or perhaps a support services coordinator -- and include screening and diagnosis, referral to appropriate treatment resources, and follow-up to see that needed services are provided. Free lunches, breakfasts and snacks are provided. Parents may take part in classes, workshops or individual counseling sessions in such areas as home health, nutrition, safety, or child management. A diagnostician or other support services staff may observe a child in the classroom and help the teacher find ways to work more effectively with the child.

Career Development. All Follow Through projects include:

> a career development component for paraprofessionals and nonprofessionals coordinated with other education opportunities which includes: (1) the implementation of a career development plan which is established for the purpose of providing for increases in both salary and job responsibility on the basis of job experience, academic background, and other relevant factors; (2) the provision for guidance and counseling in career development; (3) the provision of supplementary training; and (4) the provision of other education opportunities through such means as high school equivalency programs and vocational training programs.

The Follow Through regulations require that Follow Through parents and other low-income persons be given priority in hiring for paraprofessional and nonprofessional positions in Follow Through (teaching aides, home visitors, secretaries, etc.). The career development component of Follow Through provides training and other assistance to assure that these staff people and other interested Follow Through parents are able to develop their job skills and move toward economic self-sufficiency.

Follow Through Administration

Each Follow Through site has a project coordinator (Follow Through director) and a Policy Advisory Committee (PAC). Each of these has specific management or administrative responsibilities.

Project Coordinator. This person, often known as the Follow Through director or Follow Through coordinator, is responsible for overall coordination of the program. The project coordinator's responsibilities include supervising all Follow Through staff, coordinating program components, participating in relevant training, and serving as a liaison between the program and the school, community agencies, the sponsor and USOE. The project coordinator is the person who sees that decisions made by the Policy Advisory Committee are incorporated into program operation.

Policy Advisory Committee. Over half the PAC members are to be Follow Through parents. The PAC and its subcommittees are responsible for making policy decisions which affect the direction of the Follow Through program. The PAC is to be involved in program design and proposal writing, development of criteria for staff and student selection, establishment of grievance procedures, and implementation of program components. Most Follow Through Policy Advisory Committees meet about once a month, usually in the evening, to conduct PAC business and/or educational and social activities for Follow Through parents. PAC subcommittees meet to carry out specific tasks. The PAC may submit its own budget to facilitate these activities.

A Look Inside a Follow Through School

Perhaps the next logical question is, "How do all of these new ideas, people and strategies fit together?" Following is a description of some of what a visitor might see in a Follow Through school.

The Classroom. When walking into a Follow Through classroom, probably the first thing that strikes an observer is the richness of the environment -- pictures and displays all over the walls, plants and animals, colorful equipment and learning materials, carpeting and pillows. Follow Through rooms are arranged informally, often with tables and chairs instead of desks, and children scattered about the room in small groups or working independently.

There are usually from two to four adults in the classroom directing activities, talking with individual children, or just watching. It may or may not be apparent which of the adults are teachers and which are aides or parent volunteers helping out in the classroom. The presence of extra adults increases the amount of one-to-one contact between children and adults by making it possible for an adult to respond to the needs of an individual child without abandoning the rest of the class. Further, it is easier for children to approach an adult with a question or problem if they don't have to attract the attention of everyone else in the room.

The School. Differences in Follow Through extend beyond the walls of the classroom. The "Visitors Please Sign in at the Office" sign on the front door is frequently replaced by a sign guiding visitors to the "parent room". This may be an unused classroom or office space converted to a convenient base of operation for parents and community residents. The parent room may have a coffee pot in one corner, and in another corner space for younger children to occupy themselves with books or puzzles while their parents attend meetings, workshops, or volunteer in Follow Through classrooms. Teachers and parents may use the parent room or other space in the school to informally discuss the progress of a particular child.

The Follow Through school is not strictly a daytime place. On an evening or weekend the building may be buzzing with people -- a PAC meeting, a Christmas party or awards banquet, or a special workshop for parents and/or teachers.

The People. Perhaps the most visible difference in the people in Follow Through is that there are more adults than one would expect to see in a typical elementary school. Follow Through schools, like most schools, have a principal, teachers, clerical staff, cooks and custodians. Follow Through, however, increased the presence of support services staff such as nurses, social workers, curriculum developers, speech therapists and psychologists. Non-school professionals -- doctors, dentists, etc. -- come to the school occasionally to provide additional support services. And the traditional school staff itself is expanded to include new roles -- Follow Through director, parent coordinator, local trainer, career development specialist, home visitors, teaching aides and others.

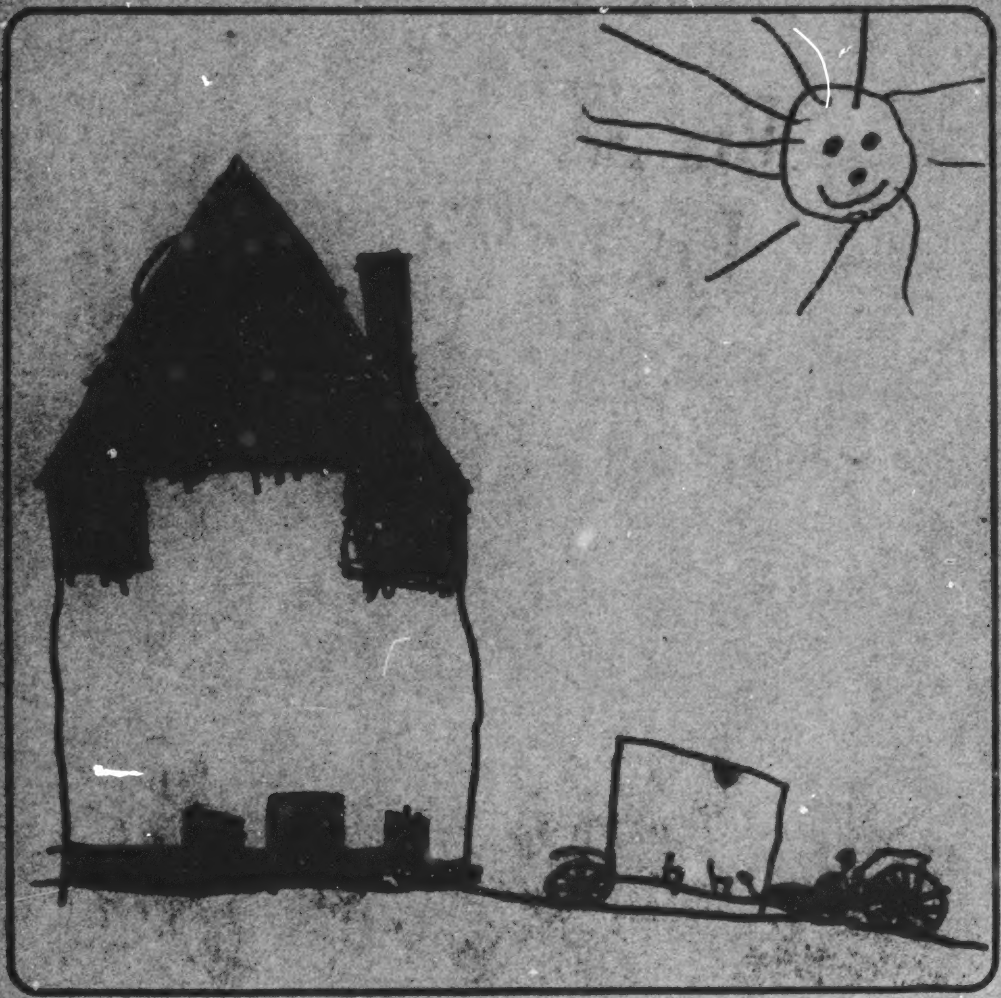
Various Follow Through participants inject non-school perspectives into the Follow Through program. Sponsors, through their own representatives or local trainers, bring new developments in teaching and learning theory directly into the classroom. Many Follow Through staff have come from Head Start or other social action programs on the periphery of or outside the local educational system, and serve to remind the school that teaching alone cannot completely satisfy the developmental needs of young children.

Summary

Because Follow Through functions within existing school structures and because all local Follow Through projects are built upon the same set of USOE rules and regulations, Follow Through programs throughout the nation share many similar characteristics. Some of these have been highlighted in this section. Yet the different sponsor, community and school district characteristics combine to give each Follow Through site its own special flavor. The similarities begin to define Follow Through's identity as a nationwide effort to improve educational services to low-income communities, and the differences highlight Follow Through as a dynamic and fascinating movement in American education.

Introduction

Chapter III
Our Approach to the Study



Our Approach to the Study

The purpose of this study, conducted by Nero and Associates, is to examine and describe the process of implementation of Follow Through from the perspective of local schools. The study team searched for "lessons learned" by those involved in Follow Through that can help direct others away from some of the pitfalls and toward successful implementation. It is hoped that this study will be of value to Follow Through participants in improving their own programs, and to those in other schools who are in the process of or considering implementing innovative and/or compensatory early childhood education programs.

Implementation

Because this study deals with the process of implementation, it is necessary to begin with an understanding of what implementation is. A review of the literature on change agent programs indicates that for our purposes implementation can best be described as:

> that part of the innovative process that occurs when plans and proposals confront reality.[9]

In Follow Through, implementation is what happens when local schools put into practice the Follow Through program as defined by the federal rules and regulations.

We have not attempted to deal with questions of Follow Through program design or evaluation of results, except as they relate to implementation. Rather, our study focuses on how Follow Through, as an innovative change agent program conceived by national and local planners, is translated into day-to-day school operations.

---

[9] Berman, Paul and M.W. McLaughlin, Federal Programs Supporting Educational Change, Vol. III, Rand Corp.: Santa Monica, California, September, 1974, p.27.

Local Perspective

This study looks at implementation of Follow Through from the perspective of local schools and school districts. A previous Nero and Associates report addresses issues of implementation of educational models from the perspective of model sponsors.[10] The current study complements the earlier work by viewing implementation through the eyes of the recipients of sponsor efforts -- local Follow Through sites. As a result, the educational model, though still a critical part of Follow Through, is seen as one of several important components of a comprehensive, cohesive program.

The Findings

In order to find out what local Follow Through sites have learned about implementation over the past nine years, we visited 10 sites around the country and talked with over 300 Follow Through participants: parents, children, teachers, paraprofessionals, principals, Follow Through staff, administrators and school board members.[11]

This report is our attempt to document what these people told us about Follow Through. It is designed to help people interested in Follow Through and other innovative/compensatory early childhood education programs achieve a perspective that will be useful in planning and operating such programs in their own communities.

This report is not a how-to manual. It would be difficult, if not impossible, to put down on paper everything anyone in education must know in order to implement Follow Through. Rather, this document is intended to set the stage for more in-depth exploration and planning by local schools and school districts. Its organization parallels conversations one might have with someone who has been involved in Follow Through and wants the reader to become involved also. It is our hope that the following chapters will stimulate the reader to seek out more information by further exploring the Follow Through literature and contacting Follow Through sites.[12]

---

[10] Beers, C. David et al, A Description of Follow Through Sponsor Implementation Processes, Portland, Oregon: Nero and Associates, Inc., April, 1975.

[11] For detailed information on methodology, see Appendix A.

The FINDINGS section includes five chapters which discuss the process of implementation as it relates to each of the following:

- Changing the Classroom
- Parent Involvement
- Support Services
- Career Development
- Changes in the Schools

Each chapter illustrates some of the problems faced by Follow Through sites, and the strategies they developed to deal with these problems. Those who have been involved with Follow Through during its nine-year history recognize that problems need to be openly shared before they can be solved. While they would be the first to admit that their solutions might not always be the only ones or the best, these too need to be shared, both with those who are currently implementing programs as well as those considering starting their own programs.

The chapter titles, in fact the content of this report, reflect the ways in which Follow Through has affected early childhood education in local schools. The emphasis given to these five topics mirrors their importance as expressed to us by the Follow Through people we talked with during the course of this study.

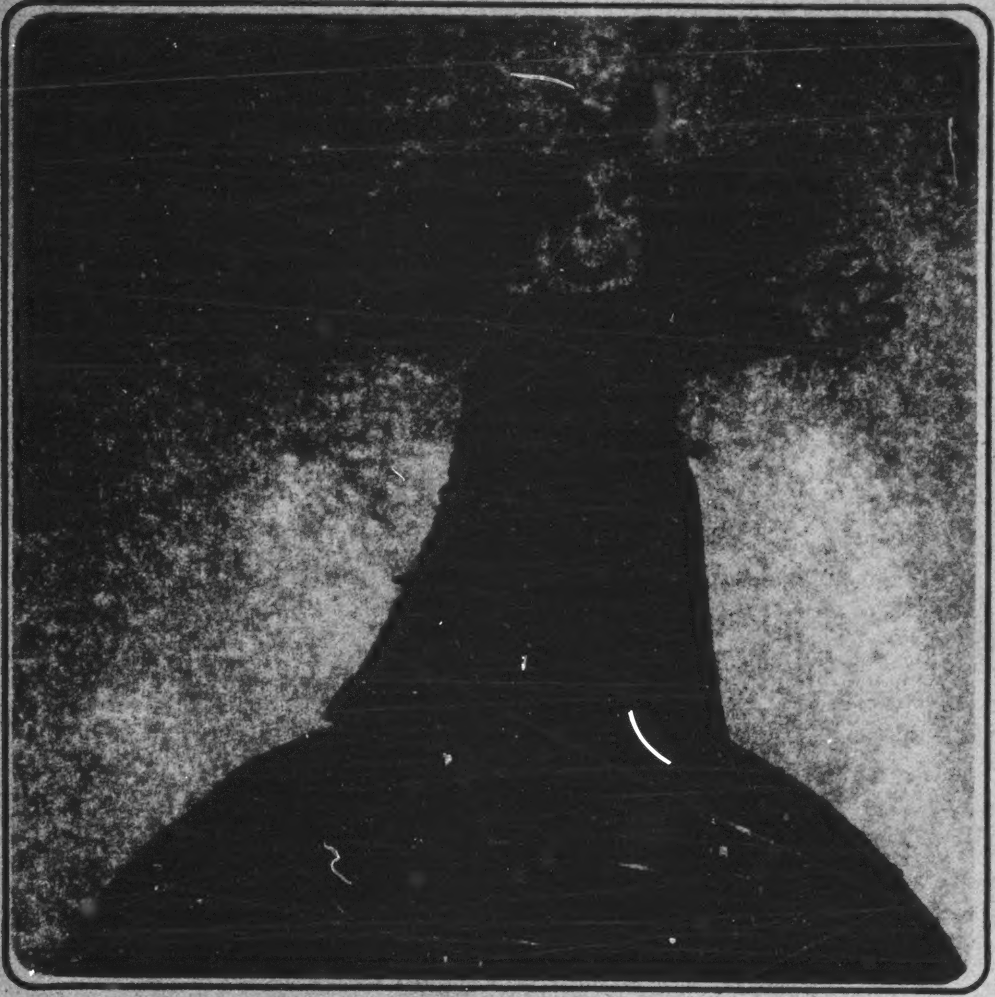
---

[12] Additional information on Follow Through participants and resources is available in Appendices A and B of this report.

Findings

Chapter IV

Changing the Classroom



Changing the Classroom

Recent years have witnessed a growing awareness of the mismatch between traditional teaching methods and the needs of children, particularly minority children and children from low-income families. Consequently, universities and teachers' colleges, school administrators, federal "change agent" programs and teachers themselves, have repeatedly tried to make teaching methods more sensitive to the needs of children.

Most such efforts have been directed entirely at influencing the *teacher*, all too often with insufficient attention given to changing the supporting structures within and around the classroom. Teachers are too frequently told how they are supposed to change, then sent back into the same old classroom in the same old school, and expected somehow singlehandedly to *DO* it. When changes don't happen, teachers become the scapegoats; after all, they're the ones who work with the children all day.

Follow Through, in contrast, has started with the outlook that most teachers *want* to be able to teach well. But since they face tremendous pressures because of time limits, role expectations, administrative requirements, paperwork, and frequent school and community resistance to new teaching methods, teachers need the support of a comprehensive program. Follow Through

I feel that the people we've hired here are really good people in the Follow Through program. They seem to feel for the kids. And the kids feel for them. I'm tuned in to the vibrations of all my classrooms -- cause I'm in there all the time picking out kids. The Follow Through classes do seem to be warmer.

--a Speech Therapist

I'm sure part of the change was due to the kinds of materials and equipment and supplies that they were able to get, too, as far as curriculum -- and having another person in the classroom -- and small class sizes. Those are the kinds of things districts have been wanting to do, but financially it was difficult.

--a Career Development
Specialist

addresses this need by implementing basic, broad-scope changes in the classroom and the school.

Two areas of special focus are early childhood teacher training and classroom practices. In Follow Through, training is reinforced by changes in the classroom and building arrangements, new materials and equipment, classroom aides who assist teachers in implementing changes, and support people outside the classroom, e.g., local trainer, parent coordinator, Follow Through director, or social worker. Wherever they turn, Follow Through teachers see continual reminders that what they are doing in the classroom is new and different from the old routines.

At the same time, Follow Through strives to forge a link between classroom learning and the real world. It brings parents, the most important people in the lives of young children, into the educational process in the classroom and at home. Its comprehensive approach attempts to improve children's receptiveness to learning environments by meeting their nutritional, health and emotional needs as well as their instructional needs. And in the classroom and around the school, Follow Through children meet all kinds of people in a wide variety of roles -- not just teachers, but aides and trainees, nurses, dentists, social workers, researchers and administrators.

This chapter describes what happened as Follow Through participants worked to make the school more effective in helping low-income children benefit from their first few years of school.

> I think the sponsor's contribution was to provide the kind of theoretical framework and rigor that we tend to invent for ourselves...But the great contribution I think is that framework, that blueprint and laying out of program activities, with some degree of precision.
>
> --an Administrator

The next sections discuss four basic areas of concern:

- Implementing the Model
- Aides in the Classroom
- Parents in the Classroom
- Moving Out of Follow Through

Implementing the Model

In order to implement changes in the classroom required by the various Follow Through models, sponsors and sites put a great deal of effort into preparing teaching and support personnel for their new roles. The process of implementing the model has required flexibility and innovation in a number of areas, including selecting teaching staff, providing ongoing training and support, and finding realistic ways to fairly evaluate the program.

> So here they come in with a program that the teachers are excited about -- they have a reason to say, 'Well, I'm doing it this way because...' You can begin to do some things that maybe you believed needed to be done all along.
>
> --a Curriculum Coordinator

Understanding and Committment

Though Follow Through brings about changes throughout the school, it is still the teacher who has the longest road to travel in the process of implementing the instructional model.

Many Follow Through participants at the sites we visited emphasized the importance of developing a positive attitude toward change among teaching staff. They have found that when teachers recognize the need for change and believe in Follow Through and the instructional model, implementation proceeds much more smoothly. Four key factors were identified as having a significant impact on how teachers

> Everybody wants to change really if they feel secure when they make the changes --when they feel insecure to the change, that's when you have the problems. So somebody has got to provide that security.
>
> --an Administrator

feel about the program: self-selection, availability of information, having an onsite advocate for the model, and contact with other Follow Through sites.

Self Selection. Whether or not teachers are allowed to choose to become involved in Follow Through determines to a great extent the amount of effort which must be invested in developing their understanding of and committment to the model.

At sites where participation in Follow Through was mandatory, several problems had to be resolved. Some teachers, who might not otherwise have chosen to be in Follow Through, resented the implication that their own teaching methods were not satisfactory. They often saw the additional requirements -- intensive training, working with aides and parents, increased paperwork and evening meetings -- as an imposition. Success at overcoming these problems varied from site to site. In general, it was necessary to provide more opportunities during the first stages of implementation for teachers to air their questions and concerns about the model. The task was, in essence, to "sell" these teachers on the model -- to help them see that it can work in their own classrooms.

They (the sponsor) gave me the impetus to change and they gave me the direction, and I chose to accept it. I do accept their philosophy, and I do think it is a really neat way to help children learn.

-- a Follow Through
Teacher

Where participation in Follow Through was in fact voluntary, much of the work of developing a commitment to the instructional approach was already done by the time the teachers had chosen to become involved in the program. Teachers who felt they could not function in a classroom with other adults, or who could not tolerate the classroom interruptions that are characteristic of Follow Through, or who disagreed with the philosophy of the instructional model, could select themselves out of Follow Through.

However, intervening factors can make it difficult for this self-selection process to operate. People at one site pointed out that as the job market for teachers tightened up, some teachers came into Follow Through not because they wanted to, but because it was a choice between a job in Follow Through or no job at all. At others, contractual or practical difficulties made it difficult to allow teachers to choose whether or not to participate in Follow Through.

Information. Whether or not participation in Follow Through is voluntary, it is essential that teachers have information about the model before they are expected to begin implementing it so they have a reasonably clear idea of what they can expect to happen in Follow Through. Teachers need to know what the model is like -- the sponsor's basic philosophy and the techniques and practices used; they need to know what other adults -- aides, parents, Follow Through staff -- they will work with, and how much time they should expect to spend in planning and training activities.

Many sites now provide this information as a part of hiring or in-district transfer procedures. Some encourage or require new Follow Through teachers to observe in Follow Through classrooms

In the beginning pretty much teachers had a choice of whether they wanted to work in this program or not. But with cuts in the school district -- too many teachers for the jobs -- all these kinds of things that are happening now, there are teachers in Follow Through who really wish they weren't in Follow Through. They'd really like to have a traditional classroom and they don't buy the program, but it's a matter of either there's this opening or there's no opening. Currently that's creating problems. The sad thing is, maybe a new teacher -- a couple of years -- is really doing a tremendous job in Follow Through, likes it and everything, but there's no place for them because of cutbacks. They have to take something else. That's sad.

--a Psychologist

I've often thought that whoever is hiring teachers -- like the school district -- I really think it would be helpful if they would let you know that you're being hired for a job that is going to put you in a program like Follow Through. I think a lot of people are anxious to work in the program, but there are certainly some who don't want to have anything to do with the kind of workshops and responsibilities you have.

--a Follow Through Teacher

or attend training sessions before they begin teaching.

Advocate for the Model. Interest in the program builds gradually. Generally, a few teachers become enthusiastically involved at the very beginning. Others wait and observe before making a real commitment. It is helpful to have someone on hand -- a teacher, Follow Through director, or local trainer -- who is respected by teachers and can serve as an onsite advocate for the instructional model. At one site, a teacher who had originally chosen not to be a Follow Through teacher accepted the job as Follow Through coordinator on a trial basis, and became a convert. Subsequently, other teachers began taking more interest in the program and their involvement and commitment increased.

> You can't expect it to be fully implemented in one year, because it takes a while for the teacher to get it really into his or her internal system...I think some teachers were operating pretty well in the first year and then more in the second year. After that people began to see what was happening in the classrooms. So it takes a couple of years before you really get the broader impact.
>
> --a Psychologist

Cross-Site Contact. Contact with teachers at other sponsor sites is a valuable way of maintaining enthusiasm for the instructional approach and infusing new ideas into the project. Teachers and aides from various sites have opportunities to share concerns and experiences at sponsor-organized regional or national conferences and workshops. These conferences and workshops, visits from staff from other sites, and sending local staff to visit other sites all help to keep the local program from stagnating. Staff generally feel that the district is sincerely committed to their efforts when it finances their travel.

> You've really got to talk to somebody else. You become kind of stagnant with your own things... doing your own thing. You really need to talk to somebody else fresh to get their ideas -- just an exchange of ideas -- or maybe you might think of something else that they're talking about. It's stimulating.
>
> --a Follow Through Teacher

Within the site, too, it is essential that there be times when Follow Through teachers and aides can take time out to observe in other classrooms or meet to share experiences, ideas and concerns.

Supporting Change Through Training

The effectiveness of Follow Through in implementing classroom change stems largely from its barrage of training activities. Follow Through training approaches have been designed to expose teaching staff to a wide range of interrelated learning experiences. Each training activity, whether it be a cross-site workshop, practice teaching, observation and consultation, or staff meeting, is designed to reinforce other activities. As a result, Follow Through staff training is, as a rule, more intensive, participative, and process-oriented than traditional inservice activities.

Sponsor Training Strategies. Virtually all of the sponsors provided extensive orientation and training for teachers and aides during the early stages of implementation. Many sponsors hosted two- to three-week summer workshops for aides and teachers from several of their sites. Others sent representatives to each site to conduct orientation and training. This initial immersion proved valuable as a way of stimulating teacher enthusiasm by giving them a solid foundation in the sponsor's basic philosophy of learning.

These training activities, both onsite and cross-site, were oriented toward practical, "hands-on" experience in a controlled environment, where the support of someone experienced in and knowledgeable about the model would be

It seemed that we had so many back up systems to see that the program was perpetuated. We had training -- with the district, with the sponsor, with the local trainers -- that's at least three working, backing each other up. Given we didn't have those I don't think we would have advanced it this far. They tended to support each other and not let us get off the track with the concept of the program. I look back and I see them doing that thing for us.

--a Principal

If you get people completely away then they can take a broader perspective on the whole thing -- whereas if you're right in the community it's harder to take a look at things and harder to really immerse yourself in something new that you're learning. I think maybe in the beginning it was really good.

--a Psychologist

I don't learn to cook by reading a cook book; I do it by making all my flops. I think that hands-on kinds of experiences are the kinds of things teachers are looking for -- and are the most beneficial.

--a Curriculum Coordinator

It was effective. It was for me: it was effective to have the sponsor people come up here and introduce the new ideas and to work with us on them and to give me a critique of how I performed. I really appreciated that.

--a Follow Through Teacher

readily available. Some sponsors set up demonstration classrooms or training labs in which teaching staff could observe the model in action and engage in supervised practice teaching. These provide a relatively safe environment in which teacher's questions and concerns could be aired. Moreover, hands-on experience made answers to many questions self-evident.

The initial orientation and training is supplemented by onsite activities ranging from workshops or staff meetings to focused observation and consultation conducted by sponsor representatives or a local trainer. This second level of training supports and assists teachers in implementing the model in their own classrooms and places gentle but firm pressure on teachers to refrain from slipping into old habits.

The need for onsite training continues through all stages of implementation, both to orient and support new teachers, and to help the experienced Follow Through teachers continue applying the model. The amount of ongoing training needed depends on the rate of staff turnover and the amount of external pressure to revert to traditional teaching techniques, in addition to characteristics of the instructional approach.

Local Trainer. As sponsors and sites worked together to implement the instructional model, the need arose for someone at the local site who was well versed in the model, familiar with the local school and community, and accessible to Follow Through staff on a daily basis. Sponsors found that their own staff, because they were based at [illegible] sponsor site and often had to travel long distances to provide technical assistance requested by site, could not adequately meet these needs. Further, schools sometimes found it difficult to accept changes proposed by "outsiders". These needs led to the role of "local trainer".[13]

> It's not just going in and observing teachers. It's not just working like an administrator. I don't administrate at all. I act as a resource person. If someone is working on something I'll scout around and get something that could be helpful with their unit.
>
> --a Local Trainer

The local trainer is generally paid by the site, but receives special training and supervision from the sponsor. This person is responsible for providing ongoing training and support to help teachers translate the model into practice and maintain new teaching approaches. Thus, many sites have found that this role is best filled by an experienced teacher from the community who has a clear understanding of the problems teachers face in the Follow Through school. Further, because this role involved working primarily with adults rather than with children, the local trainer must be sensitive to and able to communicate with adults in an ongoing, problem-solving context.

The local trainer is, in essence, the sponsor's onsite representative and, as such, guides teaching staff in implementing the model as defined by the sponsor. However, because he or she is familiar with both the instructional approach and the local environment, the local trainer can adapt the model to local needs and conditions, resolving many potential site-sponsor conflicts at the local level.

---

[13] Though the job title for this role varies according to site and sponsor, e.g., program advisor, master teacher, program implementor, for purposes of this report the term "local trainer" refers to anyone who fills this role.

Local trainers are responsible for coordinating a range of onsite training activities in individual classrooms and in the school. They may spend as much as 75 to 80 percent of their time providing individualized training, or they may devote most of their time to group activities, depending on sponsor and site needs.

The local trainer may respond to a request from a teacher for help in a specific area by observing in the classroom. Afterward, the teacher and trainer discuss what happened and how the problem can be corrected -- perhaps by changes in the teacher's response to a certain situation, or by using new materials suggested by the local trainer. Some sites use a "demonstration classroom," in which teachers practice using the model under the guidance of the local trainer.

When common problems arise in several classrooms, the local trainer may organize staff workshops or other group training activity. Depending on characteristics of the sponsor, these workshops may present a variety of alternatives and resources for teaching a specific skill, or they may provide an opportunity for teachers to practice specific prescriptive teaching

> You need to be a lot of different things. You need a lot of whatever to work with a lot of different personalities. A person would have to first of all enjoy working with children...working with teachers. In a way, I have a lot of different jobs -- like ordering supplies for all the different teachers. They let me know what they would like and I order them. When they come in I have to check them in and deliver them. I hold staff meetings as to different needs I see from different teachers. I really like to have individual conferences with the teachers. I keep a record and set up different conferences with different teachers and the teacher aides. A person really has to, I think, be very understanding and be able to give and take a lot. There are sometimes little disagreements between different people and I try to smooth some of those out.
>
> --a Local Trainer

techniques, or they may serve as a forum for problem-solving among teaching staff.

Shift from Sponsor to Site Control

During the course of implementation, there was a gradual shift from sponsor to site responsibility for day-to-day implementation of the instructional model.

Initially, responsibility for explaining what teachers were expected to do in the classroom lay with the sponsor. At that time, a direct link existed between theorists and practitioners (sponsors and teachers). Training was typically group-oriented and sponsor-initiated. Sponsor representatives provided workshops, demonstrations and other training activities in subject areas they felt site participants needed strengthening. Teachers and aides attended activities at the sponsor's headquarters or sponsor representatives conducted training at the Follow Through site.

Because introducing a new instructional approach to a school involved exchange of a great deal of information, accessibility of the sponsor was critical during the early stages of implementation. Some sites found that geographical proximity of the sponsor could facilitate exchange of information between site and sponsor staff. Sponsors located in the same city as the site were also in a position to more fully understand the characteristics and concerns of the local Follow Through community.

> The first year the sponsor was very stringent, you know: 'these are the guidelines and this is what we expect from you'...(they) pretty much controlled what was happening in the district initially, and local trainers were used to assist the classroom teachers in implementing the model.
>
> --a Follow Through Teacher

> When you have a sponsor at a distance you don't get that interaction as much -- and maybe they don't really know some of the things that might be happening in the district -- or problems that might be occurring. The locals end up dealing with it anyway, so they might be the people that would, maybe in the long run, do a better job. I'm saying not a better job of developing -- but of implementing.
>
> --a Curriculum Coordinator

I guess at first you allow someone to lay something on you, when you're new and green and all that.. We've learned to speak up a little bit more for what we'd like to have. We were very specific now with that person: 'We'd like to have you do centers. We'd like to have you do it on a K, 1st, 2nd, 3rd grade level.'

--a Follow Through Director

When the model was new to the local trainers -- they needed a lot more help and support. So I think the role of the sponsor has changed and I think that's good. Now they come out and give on-going help. The local trainers don't need all that basic help they did in the beginning. They've moved beyond that.

--a Psychologist

As teachers became more familiar and comfortable with the instructional approach, two-way interaction between sponsor and site increased. Teachers learned what questions to ask. Having had an opportunity to test the model in their own classrooms they were prepared to present their own problems and concerns. Implementing changes in the classroom thus becomes more a matter of individual problem solving and less a matter of group orientation and instruction. As a result, the local sites gradually took more responsibility for planning and organizing onsite training activities. The sponsor's role became less active, oriented more toward serving as a resource for local trainers and teaching staff.

As this transition occurred, the local trainer was required to take increasing responsibility for functions once carried out by sponsor representatives -- identifying training needs, organizing workshops, demonstrations and other training activities, providing individual assistance to teachers and aides, and monitoring the process of implementation. The local trainer's role became one of an intermediary between the site and sponsor.

Evaluation and Technical Assistance

Follow Through sites and sponsors have learned that when evaluation processes are as unobtrusive and nonthreatening as possible and provide immediate feedback which is useful to staff in improving their skills, evaluation can be invaluable as a training tool. Many sponsors and sites have designed monitoring and evaluation systems which help teaching staff learn how they can improve their teaching practices. Monitoring and evaluation strategies that have proved useful range from informal observation and consultation to statistical analyses of the frequency of specific behaviors.

It is, however, important that the functions of evaluation and technical assistance be carefully integrated into the implementation process. Several sites have learned that when the task of personnel evaluation is separated from that of technical assistance, teachers are able to be more comfortable in expressing their concerns and discussing problem areas without fear of judgement. At one school, for example, these responsibilities were divided between the local trainer (technical assistance) and the Follow Through director (personnel evaluations). The local trainer is convinced that this separation makes it possible for her to keep in touch with what's really happening in the classroom and to respond to the actual concerns of teachers and aides.

Aides in the Classroom

As a method of improving communication between the school and community as well as to provide extra help for the teacher in the classroom, use of paraprofessional teaching aides and assistants has become widespread in Follow Through. Because many teachers were unaccustomed to working with aides, and many aides had no

I was scared to death the first time they came to evaluate my room. I thought I was probably going to be fired or something -- I didn't measure up. But they really provided me with a lot of information and gave me specific ways that I could improve my skills. I appreciated that.

--a Follow Through Teacher

If the teacher doesn't know how to do something she can come and say, 'Will you help me do this?' She doesn't feel upset that it's going to go on her record that she doesn't know how to do something. Cause I'm just there to help her. I'm not there to evaluate her or write her up.

--a Local Trainer

Each child gets twice as much attention as they would in a regular room. I can individualize my programs more. I can make it more personalized and have each child on their own level. I can keep better track of them and know exactly where they are. In a regular class I wouldn't be able to do this. I would have to group them in larger numbers and I wouldn't be able to have them right where they should be. That's one advantage of Follow Through.

--a Follow Through Teacher

I think teachers normally are pretty well squared away on dealing with children -- that's why they came into the field in the first place. But dealing with other adults on a little deeper level of involvement has to be developed at some point; and of course a commitment has to be made to do that. You know, 'I really want to do that.' A commitment -- and then the developing of skills.

--a Principal

previous classroom experience, implementing the aide program took concerted efforts at planning, training and support.

Helping Teachers Adapt

Perhaps the most important prerequisite for a successful aide program is awareness and enthusiasm among teachers about the contribution aides can make to learning in the classroom. While teachers know about instructional techniques and children's capabilities and limitations at specific developmental levels, aides have much that is uniquely theirs to contribute. Aides who are familiar with the community and the children's ethnic and cultural orientation often have special insights which help them to reach even difficult children. In addition, their perspective often allows aides to develop highly creative approaches to teaching and working with children.

Most primary-grade teachers are accustomed to working alone in the classroom. Consequently, having an aide or assistant calls for major changes in how teachers carry out their responsibilities. The teacher has to learn how to share classroom responsibilities. Extra time is required for joint planning and problem-solving. Active involvement of teachers in planning and implementation of the aide program can help avoid later problems. Further, teachers feel more at ease with this new classroom arrangement when they have had input into its development, instead of having it sprung on them without warning.

Bringing Aides into the School

Because so many of the paraprofessionals in Follow Through were new to the field of education, special care was necessary to assure that they benefit from their classroom experiences.

Staff at one of the sites we visited emphasized the need for careful screening of applicants for aide positions. This screening went beyond their academic training and experience to include their grasp of basic skills and interest in working with young children. Many sites select some or all of their aides from parents and community residents who have been active classroom volunteers and are interested in further developing their teaching skills.

Many sites have attempted to involve a large number of parents in classroom teaching by employing them as classroom aides on a rotating basis. However, these sites have found that changing aides too frequently can be disruptive to the classroom and not very helpful to aides. One site which originally assigned parent aides 40-day periods in the classroom has since modified their program so that aides work for at least a semester. They have learned that it takes several weeks for parent aides to adjust to classroom work. If aides leave the classroom too soon they become frustrated and the classroom becomes more or less a perpetual training lab.

I have to give credit to the teachers that I work with because they have allowed me to be myself. They don't put pressure on me to do this -- or do just that. I feel as though I don't take anything from them for what I do. We have that as an understanding.

--a Follow Through Classroom Aide

Where it works, it works beautifully, and you don't know who the teacher is in the classroom. I think that's the important thing. The assistant teacher and teacher aide are able to work together and use both of their talents to their utmost in the classroom.

--a Follow Through Director

I help to train the aides. For instance, if they have trouble printing -- it's not that they have trouble printing, but trouble printing the way that the children are taught in school. I help them sometimes -- In fact, I've had workshops for parents who thought that they were a little -- not up to par with their English and grammar. And I have helped some parents on an individual basis -- just met with them.

--a Local Trainer

You've got to build confidence in them. You've got to let them know they can do just as well as anyone else. We'll say about the college education, 'A lot of you have gotten your schooling through experience and you're able to present yourselves just as well, maybe better, than some of the folks that have the formal kind of training.'

--a Follow Through Director

Training and Support.[14] It is important to determine what kind of training aides will need before exposing them to a room full of children. Several sites experienced difficulty with aides who hadn't mastered some of the skills they were responsible for teaching. Follow Through personnel responded by providing special training to help aides improve their basic skills, and carefully planning classroom responsibilities so that aides were involved in activities they felt confident to teach. At one site, the local trainer gives individual, confidential (and therefore non-threatening) help to aides and parents in grammar, spelling, and handwriting.

Coordinating Training

Teacher and aide training should strike a balance between the special needs of each group and the need to provide enough out-of-classroom contact between teachers and aides to foster a sense of comaraderie and unity of purpose. In the beginning it was apparent that both groups needed time to air their concerns in a non-threatening atmosphere, without the other group present. As time passed and aides and teachers began to work together they gained more common ground. Many sites conducted separate or parallel training for aides and teachers during the first few years of the project, and then gradually integrated them into a unified in-service training program.

---

[14] More detailed information on training for paraprofessional staff is included in Chapter VII: Career Development.

Parents in the Classroom

Since the issue of parent involvement is discussed fully in the next chapter, we have included here those factors which relate directly to helping parents become involved in classroom activities.

No matter how effective the educational approach, the home and the family are still primary contributors to the process of educational growth. Children learn faster and retain much more if their parents are interested and actively involved in what they're doing at school. Therefore, an explicit goal of Follow Through has been to bring parents into the classroom. Working in the classroom helps parents develop a commitment to Follow Through and learn how to extend school learning activities into the home. However, if parents are to be comfortable and able to function well, the classroom experience must be carefully planned.

Variety of Options. Parents vary in what areas they are most comfortable with in the classroom. Some enjoy tutoring, planning small group activities or teaching specific skills. Others prefer to observe quitely or just visit with their own children.

It is important that there be a clearly defined role in the classroom for each parent, whatever his or her special skills and interests are. The Follow Through schools we visited try to

Children perform a lot different knowing that their parent actually is concerned about what's going on with ME.

--a Follow Through Parent

I think the mother is most important in the learning process so I think the affective area that covers the child...what kind of environment he is in in the building, what his mother thinks of you, what you think of mother, etc., are all vital.

--a Follow Through Director

I just explain to them what I'd have them do -- or what they would like to do. I offer them different options and explain what is involved in the teaching of a certain concept. Or else if they want to do their own, maybe storytelling, like pictures from their trips, stories about what they've been doing at home -- things that they might not feel too inhibited by.

--a Follow Through Teacher

All the teachers are very eager to have volunteer parents in; many of them telephone and write notes and have I think a very close personal contact with their parents. Each teacher gives a little mini-lesson or a little overview of what she would like the parents to do in the classroom. Sometimes they're just invited to come in and sit and watch what the children are doing at first. And then they're asked what they would like to do or would they like to work with some children.

--a Local Trainer

They had a party for some holiday. That was my first time, but they always ask you to come back. If you have smaller children at home they tell you that as long as the child is potty trained you can bring them in. The teacher is very involved and very aware of all of it. She makes you feel wanted. You go into the classroom and she always put things out for you to do.

--a Follow Through Parent

offer as many classroom options to parents as possible. Parents may join in on field trips or other special educational activities. Parents are encouraged to drop in and say hello to their children or eat lunch with them. Several parents may design and set up special bulletin board displays or learning centers in the classroom, or arrange parties for the children on special occasions -- Halloween, Christmas, birthdays, etc. And, finally, teachers are for the most part happy to have parents volunteer on a regular basis.

It helps in this process if special efforts are made to present clearly to parents what options they have in the classroom. Teachers can help by talking informally with parents at school or at home, or during parent-teacher conferences. Notices may be posted in the parent room, or sent home with the child. Staff at local schools stressed that the most important thing is for teachers to show parents that they honestly want them to come and participate in the classroom.

It's not easy to get parents involved in classroom activities. Even with the persistent efforts of Follow Through staff results have not been dramatic -- parents simply do not swarm into the school once it is clear they are welcome. They continue to have other responsibilities in the home or community, which sometimes make it difficult to find time for Follow Through. And a few parents have been so frustrated by their previous school experiences that they cannot be comfortable in any school environment.

Yet there have been visible changes over the years. In a school that once had difficulty getting parents in for general conferences, some parents now come in to have lunch with their children or observe in a classroom. In another school, staff have seen some parents, who once seemed concerned only about whether their children were behaving properly, become actively interested and involved in what and how their children are learning in school.

So while there is no guarantee that anytime you walk into a Follow Through classroom there will be a parent volunteer there, they do increasingly appear. And as a result of encouraging this classroom participation, most Follow Through directors are able to point to a few parents who have traveled the path from uninvolved parent to active volunteer, classroom aide, or certified teacher.

Moving Out of Follow Through

For the sake of both non-Follow Through teachers and Follow Through children, it is important to plan for the graduation of children from Follow Through to non-Follow Through classrooms. Many sites discovered that when Follow Through children move into fourth grade, problems arise. Follow Through children and non-Follow Through teachers are often unprepared for each other. Follow Through children, unaccustomed to sitting in rows and raising their hands before speaking,

You'd ask parents in for conferences and half of them wouldn't even show up, they would be so scared. The progress just in three or four years has been amazing...

--a Follow Through Teacher

He made a lot of progress because his mother would come on field trips and he could talk with her about what he'd seen. If you mention pumpkin to him he goes into great length about 'When we went to the pumpkin patch we saw pumpkins.' HIS MOTHER WAS THERE. The vines and this and that, and 'MOTHER WAS THERE'.

--a Follow Through Teacher

Now we see kids becoming independent learners. But as soon as they came out of Follow Through and went to 4th grade they were having a very difficult time, or seemed to -- the transition was hard for the kids as well as the teachers.

--a Parent Coordinator

are frequently labeled "spoiled" or "uncontrollable." The greater the difference between the model and the school's regular classroom practices, the greater the problem of adjustment.

Follow Through sites have developed a number of ways to prepare non-Follow Through teachers and Follow Through children for one another. Some combine Follow Through and traditional teaching methods in third grade Follow Through classrooms to prepare children for traditional classes. But most focus on finding ways to make fourth grade less foreign to Follow Through children.

We're having a workshop this afternoon on language experience and all the teachers in the district have been invited. Although it was originally designed particularly for Follow Through teachers who use language experience approach in their classrooms, it's open to all K-1-2-3 grade teachers in the district. We'd have Follow Through do inservice for other teachers -- like in learning centers. Last year we had some teachers from one of the schools do a learning center inservice for other interested teachers.

--a Curriculum Coordinator

Training and Resources. As staff experience in teaching in the model grows, Follow Through training at many sites is gradually opened up to non-Follow Through teachers as a way of encouraging them to use innovative instructional practices. In many districts Follow Through training has become an integral part of regular district in-service. At one site, the local trainer works with the curriculum specialist to set up district-wide training based on Follow Through philosophy. The trainer still provides consultation and training specifically for Follow Through teachers.

Another way of sharing Follow Through throughout the district is for Follow Through teachers and aides to organize training activities to show other teachers how they use the model in their own classrooms.

This extension of training to non-Follow Through teachers may be supplemented by promoting efforts to familiarize all teachers with Follow Through materials and equipment. At one site, Follow Through instructional materials are kept in the library and all teachers, Follow Through or not, are encouraged to use them in their own classrooms.

Rotating Teaching Staff. Some schools are experimenting with rotation of teachers between Follow Through and non-Follow Through classes, to familiarize non-Follow Through teachers with the instructional model and encourage exchange of teaching philosophies and practices. A teacher might spend two years in Follow Through, one outside the program, then two more years in Follow Through -- or vice versa. This approach works best if teachers understand *at the beginning* what is going to happen.

Many sites have exchanged aides between Follow Through and non-Follow Through Title I classrooms as another way of encouraging use of Follow Through instructional techniques.

Summary

Implementing changes in Follow Through classrooms has not been by any means easy. Each site has had its own special set of problems to deal with. However, where implementation has been successful, Follow Through has made a distinct and lasting impression on the local schools.

I found from my own experience working with children that when the kids are choosing their own materials to work with I can get almost any concept across to them that I want to, using the materials that they've chosen. And I'm more successful doing that than I was in the past when I stood up in front of the room and just gave them all this knowledge. It's more difficult, it's more fatiguing, but it's more rewarding.

--a Follow Through Teacher

We do things in both English and Spanish so they can have a respect for both the languages -- for both the cultures. We say in my room that we're a big family and we treat each other like brothers and sisters. I don't want to ever make my children think that you have to be the same. Follow Through stresses individuality -- respect for another person as an individual. These are very important to children growing up.

--a Follow Through Teacher

Teachers in Follow Through have become aware that it is, indeed, possible to make major changes in teaching practices. Many teachers gained new insight into their own ideas and philosophies about teaching and learning through their involvement in Follow Through. The constant process of training, monitoring and evaluating that is a part of Follow Through helped teachers develop the habit of self-examination -- taking time out every so often to reevaluate their professional and personal goals and planning ways to move closer to achieving them.

For some teachers, the range of teaching resources available in classroom materials and in their own behavior, has been greatly expanded. They have learned to take advantage of opportunities to incorporate the richness of the childrens' own cultural, linguistic, and ethnic heritage into the learning environment. They have discovered how to use readily available and often inexpensive resources as learning tools.

Follow Through has also shown teachers what it means to work within a network of support systems by creating a mutually supportive environment within the school and classroom. As teachers adjusted to having aides and volunteers in the classroom, they found a base of support in the school and community that complemented their own efforts to provide a rich and beneficial educational environment.

And perhaps most important, teachers almost unanimously agree that one of the barriers they have overcome is that between themselves and the parents of the children they teach. Some say that they could never go back to a school or classroom where parents are not welcome. They have found that when the school and family work closely together, children's enthusiasm for learning multiplies in a way that would be gratifying to any teacher.

One of my philosophies is getting involved with parents. I don't feel I can be successful with children unless I do get involved with their parents.

--a Follow Through Teacher

Findings

Chapter V
Parent Involvement

Parent Involvement

From the start, Follow Through has had a clear mandate to bring parents and school people together to work for a more responsive and effective school environment. Faced with relatively little parent involvement prior to the program, Follow Through schools and sponsors began to develop and implement strategies to establish closer ties between the schools and parents. Further, the federal regulations for Follow Through explicitly require each site to implement a number of steps to increase parent involvement in the program.

Getting parents involved presented a problem which was certainly not unique to Follow Through schools. Over the last century, and especially in the last twenty-five years, a variety of factors have separated many parents from the schools which their children attend. In many large cities, the physical closeness of the neighborhood school no longer exists. School districts are frequently consolidated and cover a large area, sometimes an entire city or county. Teachers often no longer live close to the schools in which they teach; parents don't always live near the schools where they send their children.

Along with the physical distance between the parents and the school has come an increasing "psychological distance". Schools are run by

So all of a sudden here comes Follow Through and all these teachers that are nice to you. And 'Please come visit. Please come to our classroom.' You have general meetings -- 'We want the parents to participate.' And I think it is so opposed to what they have been subjected to before that its very difficult to overcome all these feelings that have been created in the parents for so long.

-- a Follow Through Teacher

They introduced him by his first name. Later, they said, 'Well, he's the director.' I just really dropped my jaw. I was used to calling teachers and people that had anything to do with education as Mr. or Miss or Mrs.

--a Follow Through Parent

I really used to feel shy with teachers and stuff because of their education and thinking that I was a little bit lower, but after they started this Follow Through program, they really brought me in on it. I always had intentions of being an outgoing person, but you know, some persons you get around make you feel down.

--a Follow Through Parent

professional educators whose very professionalism often separates them from parents. As Black and Spanish-speaking people have become the majority population of many of our nations inner cities, a "racial distance" has also developed between these parents and the predominately white educators who work in the schools.

Finally, educators and education have all too often been held responsible for correcting the social injustices which poor and minority children and their families have experienced. This has led to a situation where parents are frequently disappointed with what the schools are able to accomplish, while school personnel are wary of becoming scapegoats.

Physical, psychological and racial distance are often accompanied by distrust between parents and schools. Because of differences in background and lack of communication, differences in outlook can be exaggerated. For Follow Through schools, the job of diminishing distance and distrust among parents and school people was particularly delicate.

The framework for response by the Follow Through schools and sponsors was the federal regulations. According to these regulations, Follow Through sites were required to begin a parent involvement program whose purpose was to remove barriers and replace them with effective bridges of mutual cooperation and respect. This included involving parents in program decision-making through the Policy Advisory Committee, involving them in the classroom as aides and volunteers, and developing an active home visitation program.

The story of parent involvement in Follow Through represents the interplay between essentially similar initial problems and federal requirements together with the variations in outlook and strategy contributed by each local site. During this process, a number of individual approaches, some general rules, and some perspectives on the legacy of parent involvement in the schools have all emerged.

The Parent Coordinator

A good many Follow Through schools found that in order to implement their strategies for parent involvement, they needed to create the role of "parent coordinator". At some sites, the parent coordinator is more a role than a specific job title, whereas at others, one or more people are actually given the title. In all cases, the role typically has been to organize, coordinate and carry out the various logistic and strategic decisions necessary to implement parent involvement. The parent coordinator became a trouble shooter, problem solver, friend-in-need, bus driver, baby sitter, advocate, counselor, and neighbor.

The role of the parent coordinator is one of easing contact between school and parent. Most Follow Through schools found that one of the essential elements of the parent involvement program is improving communication between parents and the

I'm really happy sometimes. Maybe somebody's burned out or I get a referral from a teacher. You never know until you get there. And maybe you fight the system a lot -- from city hall to the central administration. You're used as a resource person. Maybe you've worked on finding jobs or welfare. Maybe the caseworker calls you with a problem.

--a Parent Coordinator

school. Most schools traditionally communicate to parents through report cards, newsletters, notes and occasional conferences. The disadvantages of these mostly one-way, impersonal and sporadic communications are abundantly clear. In Follow Through, by contrast, the parent coordinator facilitates a much more personal level of two-way and on-going communication between parents and schools.

This communication occurs because the parent coordinator has the time, resources and authority to establish an effective relationship with Follow Through parents. He or she may accomplish this in part by:

1. Making visits to the homes
2. Explaining what is going on in school
3. Accompanying parents to schools
4. Being an advocate for parents before the school or social service bureaucracies.

Even when teachers and administrators have demonstrated a sincere desire to open up more communication with parents, having a parent coordinator is still worthwhile. School personnel have duties which require them to remain in school for the most part and have to place priority on school-related tasks; parent coordinators are able to take the initiative, go out to the community and work directly with the parents. This is recognized as crucial in the success of a number of Follow Through sites; as one Follow Through director put it, "The parent coordinator keeps it all together."

> Maybe you've referred them and everything's fallen through...what you said or referred them to. Again, you start the phone calls and look like you're getting nowhere. Going around in circles...everybody refers you to somebody else -- somebody else is referring you back to them. That happens a lot. But if you've been here awhile then you know the strings to pull or who to really reach.
>
> --a Parent Coordinator

Implementing Parent Involvement

Most Follow Through parent involvement efforts began slowly and were initially characterized by some degree of uncertainty over what to do and how to do it.

A few sites, notably those in large cities with previous experience in poor communities, achieved some early success. One city district, for example, sought and received a one-year planning grant prior to receiving Follow Through funding. This grant allowed the district to make extensive community contact before embarking on Follow Through.

Another large city site identified and reached out to influential community leaders in order to involve them from the very beginning. They hired a strong, articulate community leader to be responsible for parent involvement. This approach gave their Follow Through program the kind of leadership and support that is possible only when authority is shared with the community.

While there were some early successes, it is not surprising that these turned out to be exceptions rather than the rule.

Patience Plus Persistence. Overwhelmingly, Follow Through people shared a perception of parent involvement as a process that takes a long

That first year, we were able to go out into the community, meet the parents, survey their needs and interests. We didn't just hand them Follow Through on a silver platter and then expect them to get involved. They were with us before the beginning.

--a Follow Through Coordinator

The problem is, you don't change an uninvolved parent into an involved one in a couple of months or even a year. It's a long hard pull and it takes lots of effort.

--a Language Arts Specialist

time. Out of the various efforts they have made, three common elements for successfully involving parents have emerged.

1. Start from the perspectives of parents.
2. Make the schools comfortable for parents.
3. Provide parents with opportunities for meaningful involvement.

Parents' Perspectives

Starting from the perspectives of the parents -- finding out what they want as opposed to what school personnel expect them to want -- plays two essential functions in the parent involvement process. First it provides school personnel with accurate information concerning parents' perceived needs. And second, in reaching out to parents, it lays the groundwork for establishing necessary trust between the parents and the school.

> Most parents are willing to work with you if they know you really care about their kid.
>
> --a Follow Through Director

Parents in the Learning Process. The most successful initial attempts at parent involvement were based on increasing parent participation in the learning process. Initially, parent interest is child centered. The one thing parents share most with the school is an interest in their child's welfare.

Parent participation in the learning process takes three forms. First, Follow Through parents are kept informed about what is going on in their child's classroom. As the classrooms change both in practice and philosophy, it is essential to let parents know so that they will support the program. Just as it is important to 'sell' the model to teachers, it is important to sell it to parents. This happens during parent workshops, orientation sessions and ongoing seminars in which parents get a chance to talk with Follow Through teachers, sponsor representatives, administrators, training personnel, etc. When information is not shared, parents feel left out of the program and their reaction is justifiably negative. At one site where parents were not involved in choosing the model and were not later informed about the purpose and strengths of the model, the negative reaction of parents was so strong that their support for the program is still questionable.

Aside from the public relations effect, giving parents lots of information about what is happening in the school and the classroom is a necessary first step to building further involvement.

The second step in involving parents in the learning process includes getting parents into the classroom -- as volunteers, observers, for conferences with teachers and aides, or at least for a brief chat. (See Chapter IV)

Home Visits. Parents have a variety of responsibilities which make it difficult for them to come to school on a regular basis. To reach these parents, many Follow Through programs have developed a number of home visiting programs. The parent coordinators or home visiting aides make day or evening visits to provide parents with information about the program, allow them to air their concerns and ask questions, and,

> When we had meetings geared to the actual needs of the children, or when we wanted to explain certain programs that involve children, or when we brought in our specialists -- our study team people -- speech therapist, our reading teachers, whoever -- the interest was astounding. The attendance actually overflowed some of the rooms we used.
>
> --a Principal

at some sites, to give parents home learning activities to do with their children.

A number of sites have had success with activities such as the "toy lending library". To use the library parents come to the school and check out a toy for a week or two. This both brings them into the school and provides them with temporary additions to their home environment. The parents are trained in how to use the toys with their children to reinforce what the children learned in school and to stimulate and enrich parent-child interaction.

A similar concept involves the home learning episodes. These episodes consist of specially designed learning activities which enable the parent to work with the child at home. They range in scope from reading and writing activities to creatively exploring art, space and fantasy. Such home learning techniques are based on an understanding of the importance of the home environment. Though these have been most extensively developed by sponsors with parent educator models, many sites have adopted similar techniques.

Schools have developed classroom activities for parents to do with children that reflect whan can reasonably be expected of the parents, some of whom have had limited formal education. One school had trouble initially because the sponsor model called for the parents to teach handwriting. Another site, however, points with pride to the fact that it helped illiterate parents develop reading competencies along with their children.

> We start off with coffee and donuts first thing in the morning. Donuts are not important to every parent, but they are to the toughies -- the ones that are hard to get here. So we have coffee and donuts and chit chat. About the first half hour is loose until we get everybody gathered in. Then we try to have a little, 'Hello. How are you? How's things?' We have a toy library down in the other room and so we introduce new toys in the toy library. Then we have like an hour's program. That might be on how do you help your child with math or math concepts, or sounds or reading or visual perception, or how do you live with your child when he's so rotten and you're going crazy.
>
> --a Parent Coordinator

A Willingness to Learn

No single strategy for promoting parent involvement in Follow Through brought guaranteed success. To attract parent interest, and to respond to any subsequent expressed needs, many sites tried several approaches.

For example, most of the more traditional events tended to bring out women at one site. With women comprising most of the active parents as well as the majority of the PAC, a special effort was made to involve men in the program. At one event, the PAC invited men to attend a discussion by a local Family Court Judge and a psychologist. The turnout was very goo[illegible]

Other schools have had success with traditional activities such as speakers and classes. But within this traditional framework, sites have included a variety of topics ranging from sewing to welfare rights to meet the needs of the parents.

Be Prepared for Silences. Follow Through sites have learned that open communication between parents and the school does not always come easily. At one meeting with parents, for example, a parent coordinator, after living through the first harrowing thirty seconds of silence following her introduction and request for questions, asked and answered her own questions several times in a row. After the fourth or fifth time, she kept silent and waited. Only then did the parents begin to respond.

I think it is our responsibility to make the first move to know the parents. Make the schools comfortable for parents.

--a Follow Through
Teacher

Question: What kinds of issues have come up about the honesty thing?
Answer: What do I think would happen? They would loose confidence in you -- then you're labeled as probably part of the administration. I think I've only been caught up once. But that was enough.

--a Parent Coordinator

Summary

The conclusion most Follow Through workers have drawn from their experiences is that if parent involvement efforts are sensitive to parent needs, and if they are persistent and flexible, they will pay off. Demonstrated willingness to try different approaches was an important element in this process. Even though parents may respond slowly, particularly at first, in the long run an active program will bring results. And to make this happen, Follow Through schools had to take the responsibility to initiate and maintain the effort.

Make the School Comfortable

Another common component of successful ventures involving parents in Follow Through has been increasing the efforts to make schools a comfortable place for parents to visit. Doing so often entailed a number of attitudinal and programmatic changes on the part of the school staff.

Openness and Honesty. Parents and school personnel all too often see each other as potential threats instead of allies because they aren't really familiar with each other.

Many parents tend to view schools and anyone employed by them as foreign, and, to a degree, threatening. When teachers, parent coordinators, and administrators are not sensitive to this perception or if their loyalties to their job and their school become confused with their responsibilities to parents, the results can be destructive.

Principals and teachers, on the other hand, sometimes view parents as threatening. This is especially hard to avoid among principals and teachers who are used to seeing the school as their own turf and are therefore somewhat wary of intruders. Even those who wholeheartedly supported parent involvement sometimes found it difficult to get used to parents actually taking an active role in the school.

Greater openness and honesty are important both in promoting greater understanding and avoiding creating false expectations. Sites have learned that it is best not to give parents the impression that they have more power or responsibility than the school is willing to share with them.

The key seems to be to get parents inside the schools and classrooms so that parents, teachers, building principals and administrators can begin to build effective working relationships with one another. As one Follow Through Director put it, "Get the doors swinging and keep them swinging."

Friends in the Classroom

Follow Through staff have found that parents are much more willing to come to school when they have a friend in the classroom. In fact, one of the most positive effects of having parent aides who work in classrooms is the extent to which they open up these classrooms for other parents.

A number of years ago, parents only came to the school when the child has done some dire deed, or for the scheduled conference. A parent just was not welcome in the classroom. They weren't allowed. The principal didn't allow them...the teacher didn't allow them.

--a Follow Through Teacher

It's a very scary thing for me to have parents come into my classroom cause I blow it at times and I was really worried that they would think bad things of me and not like me...

--a Follow Through Teacher

Usually the people you can associate with are the teacher aides. You can talk to them and they know more about the program really than most people do. And they can tell you what's needed, what is important. You can associate with teacher aides better than you can with teachers -- more on their level, I guess.

--a Follow Through Parent

A friend in the classroom --that's a very important thing to a parent.

--a Follow Through Aide

Even when the aides are not personally known by the parents, the very fact of having another "outsider" there -- an adult who is not a teacher, makes it easier. Aides, of course, share more with parents than just being "outsiders". As a rule, Follow Through aides are parents of Follow Through children. They also live in the same communities as other Follow Through parents, shop in the same stores, and share many of the same beliefs and attitudes.

Having an aide in the classroom also makes it easier for parents to ask questions or speak for a moment with either the aide or the teacher without disrupting the class.

I think now most of the principals see the logic and the reason for the parent room. In fact, it's the parent room for the whole school now, not just for Follow Through. And every year we gain a little ground...

--an Administrator

The Parent Room

Often, having a neighbor or friend at the school is not enough by itself to let parents feel they belong. Many Follow Through schools set a space aside as a "parent room". This gives parents an opportunity to have their own space in school -- a sense of security and rightful territory. It also provides a place to rest, relax, bring younger children or to retreat if they feel the need.

At such schools, the traditional "Visitors please sign in at the main office" sign is figuratively replaced by a welcome. Parent rooms are equipped with comfortable chairs and reading material, coffee makers, refrigerators, etc. Some are carpeted. One site has gone so far as to install a washing machine and dryer. The parent room thus provides parents their space in the school.

Home Visits Make School Visits Easier

As mentioned earlier, home visits need to start from the perspectives of parents. They also are a strong vehicle for making the schools comfortable for parents. At one Follow Through site, a staff member working as a home visitor reported that meeting parents outside the school proved to be quite successful in making parents feel comfortable inside the school. At that site, the first contact with the parents is often made away from the school on the parent's home ground -- in the home, at a local coffee shop, at a friend's home, and so on. When the parent is ready to make that first visit to the school for a meeting or to get to know the child's teacher, the home visitor goes along.

If I can get into the home once, or get them to the building once, usually it runs pretty well from there on, because we're acquainted with each other and it's not just some stranger in a strange place kind of thing.

--a Language Arts Specialist

Summary

All these mechanisms for facilitating parent involvement in the classroom and in the school communicate to parents that the school is ready to listen to them, is sensitive to their needs, and actively solicits their participation. While no single mechanism or combination is guaranteed to do the trick, Follow Through schools see these as an important part of implementing strategies for increasing parent involvement.

Meaningful Involvement

The overwhelming experience of Follow Through schools is that parents become involved in the schools when they perceive that their involvement is meaningful. Friendly solicitations are meaningless if parent participation means making passive responses to already made decisions or doing inconsequential work.

School personnel must not only become open to parent involvement, but also simultaneously equip parents with the skills and information necessary to participate meaningfully. Without experience in budgeting, staff selection or knowledge of the constraints faced by school decision-makers, parents can do little more than nod in response to requests for involvement. Even on a day-to-day level, parents who come into the classroom will feel lost if the teacher does not provide them with constructive things to do.

A capable, informed parent who understands the needs of school personnel is a better partner. Informed parents feel more comfortable in participating in Follow Through, and that participation helps teachers and administrators complete their tasks.

When parent participation makes life a little easier for school personnel, they actively support and develop it. If it is simply another task piled on top of all the others, school personnel will resist it and, if forced to institute steps favoring parent involvement, will do so in a pro forma fashion.

The PAC's Own Budget

The Follow Through Policy Advisory Committee is one of the ways parents can make a direct and visible contribution to the schools. A good measure of the importance of the PAC in Follow

Through is its ability to budget money for its own use. The federal regulations state that the PAC "shall submit a proposed budget of its project operational costs..."[15] In so stating, USOE implicitly understood that this monetary lever would enhance meaningful parent involvement.

Follow Through has given parents a 'dollar and cents' kind of involvement.

--a Follow Through Director

In framing the regulations, USOE clearly intended that some dollars should be allocated to the PAC to support its own activities. This is actually the case in practice. The regulations further state that the PAC budget shall not be used for the purchase of classroom equipment, or classroom instructional purposes.

Various Follow Through PACs have used their portion of the budget to finance special cultural activities, bring in speakers, or conduct workshops and classes in areas such as homemaking skills, consumer education, child development, typing and woodworking. In one urban school, PAC funds were used to provide annual field-trips -- one for parents to see a play or attend a similar event, and one for the entire family. This made it possible for Follow Through families to get out of their own community and enjoy experiences they might not otherwise have had the opportunity to do. At other sites, PAC funds were used to pay for supplies for parent rooms, social events such as birthday and Christmas parties for the children, and picnics or annual awards banquets. As suggested in the guidelines, transportation for parents to state, regional and national Follow Through activities, stipends for parents working on PAC tasks, and publication of parents handbooks or newsletters were also covered in some PAC budgets.

---

[15] Follow Through Program Rules and Regulations. Federal Register, Vol. 40, No. 77, Part II, April 21, 1975, p. 17716

Parents' concerns however, went beyond their own needs. In at least one school the parents responded to an overall budget cut by voluntarily reducing the PAC budget. They decided that maintaining a specific minimum level of instructional services was more important to them than some PAC activities. The savings they made were used to finance services in other areas of the program that the parents considered to be critical.

Building the Budget from the Bottom Up

Some districts have extended parent involvement in budgeting beyond the Follow Through program to include participation in district wide decision-making. One of the most notable of these was called "Building the Budget from the Bottom Up", in which parents, teachers, students and administrators jointly set district-wide objectives and budget allocations. (It should be noted that this district was one of the only districts in its state to successfully pass its school levy on the first try).

> We've essentially delegated to people some decision-making responsibilities and sincerely, authentically work very hard at convincing them that we are for real --That we really wanted them to make decisions. That's a hard message to get across. There was a lot of skepticism at the outset. 'You mean you really want us to decide how we're going to spend our money?'
>
> --a Superintendent

The 'Building Budget from the Bottom Up' process was derived from the school system's experience with Follow Through. In Follow Through, the school provided parents and teachers with the information and guidance needed to make their participation meaningful without simultaneously controlling it.

Using this experience as a base, the district provides budget forms to all school principals to be used in planning the next year's budget. These forms include statistics concerning student populations, staffing, absentee rates, drop-out rates, achievement scores, and prior budgets. The forms provide space for participating parents, teachers, students, and administrators to indicate their desired objectives in relation to other objectives and incumbent costs. In other words, participants make choices knowing what their choices imply. If they want to improve one area, they know it means either cutting back in another area or increasing available funds through additional taxation.

Building principals are responsible for soliciting broad input from parents, teachers, students, and so on. On the basis of that input, a panel of teachers, parents, students and administrators determines the next year's budget. In the year prior to our visit, over 800 people participated in the budgeting process.

Promoting Broad-Based Involvement

Some Follow Through parent involvement efforts have fallen prey to separate but often related pitfalls. Given the previously existing conditions, the formation of leadership cliques and the tendency for middle class, better educated parents to rise to the top are inevitable phenommena of the parent involvement process. Alone, each of these presents serious difficulties; when they occur in combination, as they often do, they can be deadly.

> There was a time when we had six individuals who thought nothing happened unless they said it would happen.
>
> --an Administrator

10 or 15% of the parents come from the upper levels. They are the educated people and have tended to take on leadership roles.

--an Administrator

Better educated parents have a long history of being involved with the schools. They are comfortable in the school setting. Many have friends who are teachers or administrators. Early efforts on the part of Follow Through to get parents involved generally resulted in an initial core group of active parents -- but very often this group was middle class and better educated. When this happens, the group may become a barrier to other parents. School personnel who take pride in such parent groups have mistaken the act of parent involvement for its substance.

Part of my job, and it's a continuing job, is to say, 'Hey look, you've got to move more into the background. You've got to get a broader base in your groups instead of just a few people.'

--an Administrator

People tend to get involved because their friends get involved. To some extent, leadership cliques are inevitable, even if no effort is made to create them. Follow Through personnel had to influence this process in order to change it. Sometimes they could influence parent involvement subtly through encouragement. If that didn't work, more direct participatory methods were necessary.

In attempting to participate more directly to insure broader parent representation, school personnel and PAC leaders have sometimes been guilty of talking for uninvolved parents. This only increased the barrier between parents, and the schools. Instead, sites began to provide opportunities where previously uninvolved parents would feel more comfortable expressing their own ideas.

Rewards for Parents

Aside from the satisfaction parents get from helping to improve their children's education, parents who get involved in Follow Through are rewarded by anything from a "pat on the back" to a job. Almost all sites, for example, have some sort of annual awards ceremony. Often, this will be a banquet financed through the PAC budget.

Many states also have a citywide and/or statewide Follow Through Policy Advisory Committee. Membership in these committees along with the attendant status, the chance to go on trips, the opportunity to help share and coordinate Follow Through programs, and the process of learning from the experiences of others has proven to be a valuable additional reward for active parents.

As for jobs, most Follow Through programs have given priority to hiring active volunteer parents as paraprofessionals or support personnel. This initial opportunity, combined with Follow Through's active career development program, has provided a limited number of parents with the chance to advance to more skilled positions.

The Diversity of Parent Involvement

One of the unique strengths of Follow Through has been in providing a variety of ways in which parents could be involved. Follow Through parents have the opportunity to work as aides and volunteers in the classrooms, to take an active part in the learning process at home, to become users/consumers of social and educational services, to act as decision-makers in the Policy Advisory Committee and its subcommittees, and to become advocates for the program through presentations before local school boards, fund raising activities, letter writing campaigns, and so fourth.

Actually, I think it gives you a kind of satisfaction that you don't get when you're not involved. Knowing in your home that you're trying...that you've sat down in the evening and read with your child... seeing that he's so pleased.

--a Follow Through Parent

Whenever there is an opportunity at all for a parent to be involved -- citywide, statewide, nationwide, or any other kind of level, we see that parents get in on it and they come back and share these kinds of things with us. From this kind of experience, this kind of exposure, I think they've picked up a lot.

--a Follow Through Director

The strength of this variety of involvement is twofold. First, and more importantly, Follow Through allows parents to become involved where they feel comfortable and capable. Those parents who do not have a lot of time to devote to the school can find out about the program from the home visiting aides and/or the parent coordinator, and there are also more opportunities for them to get involved even though their time is limited. For example, brief meetings with their child's teacher can be arranged; short specific home learning activities can be shared. Parents who have more time and who are ready for more involvement can volunteer in the classroom or join the Policy Advisory Committee.

The second strength is that the variety of available activities allows parents to broaden and develop their own interests and capabilities. For example, several parents at one school wanted to become involved with their children's classrooms, but were unable to do so for lack of day care facilities for their younger children. Through the parent coordinator, part time day care. was arranged and the parents were able to come to the classroom on a regular basis. Following this experience, several of these parents chose to take adult education classes. Some of them were able to complete their G.E.D.; others took general education courses. Finally, three were hired as aides and one went on to become a full time teacher.

By providing a variety of activities in which parents could become involved, Follow Through schools have, in effect, told parents "We want you to become involved. We understand that you have different needs and want different experiences, and we will provide enough of a variety of opportunities for involvement to help you get those experiences and meet those needs."

Discovering What Only Parents Can Do

Through Follow Though, some school personnel have discovered the value of having parents as allies in the common fight for better education. Whether its finding out what's going on in the home of a particular student, or squeezing a few more drops out of the perpetually dry well of school budgets, parents can often get things done more effectively than anyone else. This ability can be attributed in part to their overlapping roles as parents, community members, and voters. Parents can contribute a great deal by talking to a school board member running for re-election or spending time with another parent whose participation and cooperation is needed.

The certainty that remains most with me is the certainty that we are most of all a system of public schools. The public ultimately decides either directly or indirectly, the financial circumstances which govern our ability to meet the needs of students. *And if you really believe in a system of public schools and a responsiveness to the public, you've got to go the way of trusting people and their judgement.* (emphasis added)

--a Superintendent

Some Follow Through school personnel have learned to understand the role that parents and the community play in the school, to understand how it differs from theirs, and to develop and use it to common advantage.

Parents are Worth Trusting

Follow Through parent involvement has convinced some district and school personnel that parents need to be directly involved in the schools.

Those who have learned that parents *should* be involved have also realized that, like it or not, I feel it makes my job harder to get them involved. I don't know if they've lost interest... The parents are just really excited when the kids go to kindergarten. They want to know everything. They're really involved, but once they get to 3rd grade they kind of...I don't know if the school turns them off or they just feel secure that their child's in a good program.

--a Follow Through Teacher

parents inescapably are involved. The real question has been how well schools demonstrate that such involvement can be cooperative and not antagonistic.

Follow Through has demonstrated that when the school is willing to become involved with and trust the parent, the parent begins to become involved with and trust the school.

The Pattern of Involvement

Parent involvement fostered by Follow Through doesn't always last; parents tend to become less active when their children move to non-Follow Through schools or classes i.e., to regular 4th, 5th, and 6th grades.

This problem occurs even when the school's commitment to parent involvement goes beyond the Follow Through program. Where such commitment has taken the form of parent rooms in non-Follow Through schools, greater acceptance of parents in the schools, and the recognition of the home as a primary learning environment, parent involvement has noticably improved; however, not to the degree present in Follow Through.

The explanation for this drop in participation seems to lie with the changed needs of parents and their children as they move into the upper primary grades, and in the degree of commitment to parent involvement in non-Follow Through schools and classrooms.

Changed Needs. As children grow older, the parent-child relationship changes. The child's need for independence and self-determined growth develops and as a result, the parent's relationship with the child changes. As the parents' involvement with their child changes, their involvement with the child's school also changes. Parents still want to be involved, but the kind of involvement they desire or seek changes.

Degree of Committment. Much of the success of Follow Through parent involvement resulted from the extra effort made by Follow Through schools and school personnel. In non-Follow Through schools and classes, though the interest and commitment may be there, the support for that extra effort is missing. The funds which permit hiring a parent coordinator or providing support services are often unavailable.

If schools are not willing or able to provide these funds, it is important to ask, "Are the schools really interested in parent involvement?" The answer can be and very often is "yes." But just as it took a lot of time and the incentive of additional federal dollars to promote Follow Through parent involvement, it will take time and money to extend the process which Follow Through began.

Follow Through is a unique experiment, with particular historical origins. Much of Follow Through parent involvement was made possible because of a climate of solidarity, enthusiasm, and change. Perhaps similar programs for change with their own particular needs and conditions (more suited to the present and tailored for the 4th, 5th, and 6th grades) need to be established.

Summary

A great deal of distance and distrust has come to characterize the relationship between parents and schools. The Follow Through program, in its nine-year history, has made a systematic attempt to bridge that distance and overcome distrust by implementing a broad spectrum of activities and programs to involve parents as partners in the learning process, as users/consumers of social and educational services, and as decision-makers. Each Follow Through school has met with varying degrees of success in achieving these objectives. However, virtually all seem to have learned a remarkably similar set of lessons about involving parents. Schools have learned to seek out and respond to parent's needs and perspectives rather than to their own preconceived ideas. This approach has meant realizing that parent interest is initially child centered, and that building on that interest requires making the schools comfortable for parents as well as allowing and equipping parents to making meaningful contributions. The role of the "parent coordinator" has emerged as particularly important in facilitating essential communication between the school and the parents.

Through Follow Through I think I personally became persuaded increasingly that parents were important -- they were persons -- their judgement was to be respected and that they ought to be involved in assuming responsibilities.

--a District Superintendent

The problems Follow Through schools have experienced in involving parents have also been similar. Most schools did not anticipate the amount of time and patience it would require to get parents involved. Many did not realize that middle class and better educated parents would become involved more easily which could become a barrier to broader, more representative involvement. Finally, while most Follow Through schools are commited to and support parent involvement in their non-Follow Through programs, there seems to be little evidence that Follow Through parent involvement has been replicated successfully in non-Follow Through classrooms and schools.

Overall, parent involvement efforts in Follow Through are working. Much of the credit for this lies in the variety of activities, many of which are mandated by federal regulations, which encourage and enable parents to become involved in ways in which they feel both comfortable and capable.

Findings

Chapter VI
Support Services

Support Services

One of the most fortuitous results of the combined OEO and USOE approach in Follow Through has been the introduction of comprehensive support services. The Federal rules and regulations state that each school receiving Follow Through funds is required to provide Follow Through children and their families with nutrition, health, social, and psychological services.

Prior to Follow Through, most of these non-instructional support services were provided by the district office. Consequently, there was a limited number of support services staff trying to serve many schools. They spent much of their time working with crisis situations, and had little or no time to provide a preventive social service program.

Because of Follow Through the role of the school has expanded to include intervention in the non-instructional aspects of the lives of Follow Through children and their families -- their physical, dental, nutritional, social and psychological health. In doing so, support services and the instructional experiences of children are interrelated and the way in which support services are provided is both preventive and comprehensive.

> Before Follow Through, I worked with six grade schools and now I work with only kindergarten to third grade classes in two schools. Plus, I work as a team with a parent coordinator and home visiting aides. The principals and teachers see me regularly and we work together on solving children's problems.
>
> -- a Social Worker

> It's a lot more frustrating and more complex to deal with the totality of student's needs but we ought to pose before ourselves worthwhile challenges.
>
> -- a Superintendent

Follow Through began at a time when most schools already had some experience in a variety of service areas. Some, like free lunch and snack programs, were sponsored and partially funded by the federal government. Others, like the services of a school nurse, were traditional parts of the school environment. And particularly in the inner city, there was a growing connection between the schools and community social service agencies. Implementing support services in Follow Through is therefore primarily a matter of expanding the scope of existing roles and responsibilities and more careful development and use of existing resources.

Implementing Support Services

Roles and Responsibilities

Follow Through support services staffing patterns vary from school to school but usually include a social worker, parent coordinator, nurse or health aide, and a psychologist. Some schools also fund diagnosticians and curriculum development specialists. The staff work with the children, families, instructional staff, school administrators and community agencies. Their jobs involve them in school activities as well as with PAC meetings, parent workshops and community agencies. They work together to plan and coordinate their services.

Support services staff do not have day-to-day classroom responsibilities; however, they do work closely with teachers and aides to develop a team approach in identifying and meeting the multiple needs of children and their families.

So every once in a while you do all sorts of things -- help take kids out to the bus, take care of a bloody nose -- it's because we're reasonably free. We try to fill in where we can and relieve loads. Give that kind of support.

-- a Diagnostician

Screening, Diagnosis and Referral

The typical pattern of delivery of support services to Follow Through children moves from screening, identification and diagnosis of needs and problems to referral to appropriate agencies for treatment. With all Follow Through children participating in this process a real preventive program develops so that problems are identified and resolved before they become more serious. In addition, the child's learning experience can be structured in such a way as to meet his or her individual needs. Prior to Follow Through, such individualized information about the child was rarely available -- to teachers or parents.

Comprehensive Screening. One of the greatest difficulties in providing coordinated support services is identifying a child's needs accurately and in time. One of the most successful and frequently used techniques for getting this kind of information is to administer a variety of screening, observation, and testing instruments. When administered by trained professionals, these instruments systematically check the children for health and medical problems, learning and developmental disabilities, and social and psychological development. When combined with interviews with the child's family and home visits, school personnel and parents are able to compile a complete picture of the child's needs and problems.

An example of a prescreening device is the DABERON test. Developed by an educational diagnostician

The one thing that Follow Through has created is to channel all these resources in a concentrated area so that we found out how complex this business was, and how ill-equipped we were to serve the needs of kids up to this time. We were narrowing our field of vision down to such a narrow area, and we were compelled to do that by the economics of it to a great extent. We were compelled to do it because we couldn't look beyond keeping a kid in the seat in a straight row. You couldn't maneuver out of it.

-- an Administrator

She goes around to different schools testing the children and turns her report into the Follow Through office. From there; we look at the report and see what the child needs.

-- a PAC Chairperson

and two speech pathologists, the DABERON device tests the child's ability to understand directions and locations, differentiate between singular and plural words, draw geometric shapes and categorize objects such as animal, food or clothing. It also tests a child's ability to identify colors, count to ten, match numbers with quantities and name parts of the human body.

DABERON tests a child's gross motor coordination. Can the child hop, jump? It also tests the child's general knowledge of people and things through a series of questions. For example, the child is asked, "Who do you call when you are sick?" "What do you do with a book?"

As one of the DABERON developers stated, "We don't expect a youngster who is just entering kindergarten to have all these skills. We just want to find out what the child does and doesn't know so we can help his or her teacher plan instruction suited to the child's needs." In addition, other screening or preventive techniques utilized by Follow Through include hearing tests, dental and medical checkups, flouride "swish and rinse" programs, and immunizations.

Another approach support services teams use is to identify family needs through the parent/home visiting aides. As aides get to know the parents they are able to identify problems and needs which otherwise might go unnoticed. For example, parents sometimes talk to aides about problems they are having with welfare, housing, clothing, jobs or health. The parent aide may then contact

I've noticed too in the Follow Through program they have people that can work with these kids that are having learning problems.

-- a Follow Through
Parent

If your children need glasses and you can't afford it you call her and she sees to it that its taken care of. They have a doctor that comes into the school to examine the children's teeth..and they send a notice home telling you they have so many cavities..this needs to be taken care of...if you can't do it you call them up and they'll take them. She comes out to your house.

-- a Follow Through
Parent

the social worker, parent coordinator and other support services staff. Together they find ways to meet the specific needs of the Follow Through child or family.

Accurate Record Keeping. Follow Through schools have developed record keeping systems to accumulate information about the children as they move from kindergarten through the first, second, and third grades. This information allows the school staff, the teacher, and the parent to "see" the child's development and growth in learning areas, in social and psychological areas and in physical development. These complete records are transferred to the fourth grade when the child graduates from Follow Through.

Providing Support Services

Having identified the needs of Follow Through children and their families, Follow Through schools provide services to meet those needs through coordination and advocacy.

Coordination. Providing Follow Through support services requires the successful integration and coordination of many social services -- those provided by community agencies (welfare, food stamps, medicare, unemployment, etc.) and those provided by the school (nurse, social worker, psychologist, diagnostician, etc.). Many Follow Through schools have employed a full time person whose primary responsibility has been to coordinate school and agency resources.

I don't think there's a child in school for whom we can't find an agency to deal with.

-- a Follow Through
Director

I don't think I really knew how much help was available to a needy child. I've told parents, 'Okay, if your child needs help -- even if they don't have it in the school that they're in, there are ways that they can get this help that they need. All you have to do is look into it yourself.' I don't think I really realized how much help is available.

-- a Follow Through
Parent Aide

Advocacy. The Follow Through support services staff have often become advocates for increased services to Follow Through families rather than providers of direct services. In a sense, Follow Through support services staff have become part of a loosely defined coalition or "pressure group" to identify, develop and strengthen social services for all people.

This has included client advocacy before welfare or other social service bureaucracies as well as more general advocacy before city, county, and state decision-making bodies. In one site, the parent-home aide and parents helped the nurse identify agencies which were not delivering health services adequately. The nurse then contacted those agencies to resolve the problems.

At another site the Follow Through parents and the Follow Through support services staff became involved in a housing situation. Houses in their neighborhood were being torn down and Housing Authority high-rise apartments were to replace them. The social worker, parent coordinator, and parents went to the Housing Authority and negotiated an agreement whereby families currently residing in the old homes, many of whom were Follow Through families, would get priority in being placed in the new apartments.

I'd probably be one of the first to go if things tightened up -- but I do think they'd miss me.

-- a Speech Pathologist

Support Services Funds

As funds available to local sites began to diminish schools have had to find ways of reducing costs. Support services have very often been one of the first areas to suffer. While this is viewed as unfortunate by virtually all programs, they have attempted to stretch as far as possible the limited dollars available to them.

Initially, Follow Through paid for some direct services -- dental work, doctor visits, eyeglasses, etc. As the program continued and as funds were reduced, support services staff worked to identify low cost or free resources to lessen the impact of such cuts.

Some communities in rural areas have used state health agency resources to such an extent that these agencies now see an increased demand for their services. The agencies have developed a new constituency and the Follow Through program has maintained continued access to these resources.

Aside from relying on publicly supported social service agencies, Follow Through programs have found other ways of providing low cost or free services for Follow Through children and their families. Two sites established medical check-up, screening and immunization programs with local medical schools where there was no charge for the service. Another site worked with a local dental school in a similar manner. Business clubs such as the Lions and Kiwanis clubs have been asked for donations to finance some health costs for Follow Through children. In one district, the Follow Through "health fair" is an annual event in which Follow Through families receive free screening and medical examinations.

I think you find out that people are pretty nice about helping if they find someone who really needs the help. I know the teachers and the social workers... they'll find ways. They'll let you know the ways that you can receive help. They'll refer you to the right ones.

-- a Follow Through Parent

I've learned that they have so many problems facing them outside of school -- that then when they come to school this really effects their learning.

-- a Follow Through Teacher

I learned very slowly about the kind of things these families were confronted with daily and that I don't need to judge them because they're different. I found out what it was like to go to a welfare office and put up with that kind of stuff.

-- a Follow Through Teacher

All of the options are possible because staff members both initiate and coordinate them. Support services provided by the school and those provided by community social service agencies also require staff time for identification, referral and coordination. Schools which have a Follow Through staff person who coordinates support services find that it is worth the expense because of the free and low cost services which this person has made available for Follow Through children and families.

Legacy of Support Services

Follow Through requires participating schools to intervene and play an active role in the non-instructional affairs of Follow Through children and their families. As a result, parents, teachers, Follow Through staff and other personnel have seen the direct relationship between hungry or ill children and their ability to learn. Children who are eating well, are cared for medically and are helped with behavior problems learn more easily.

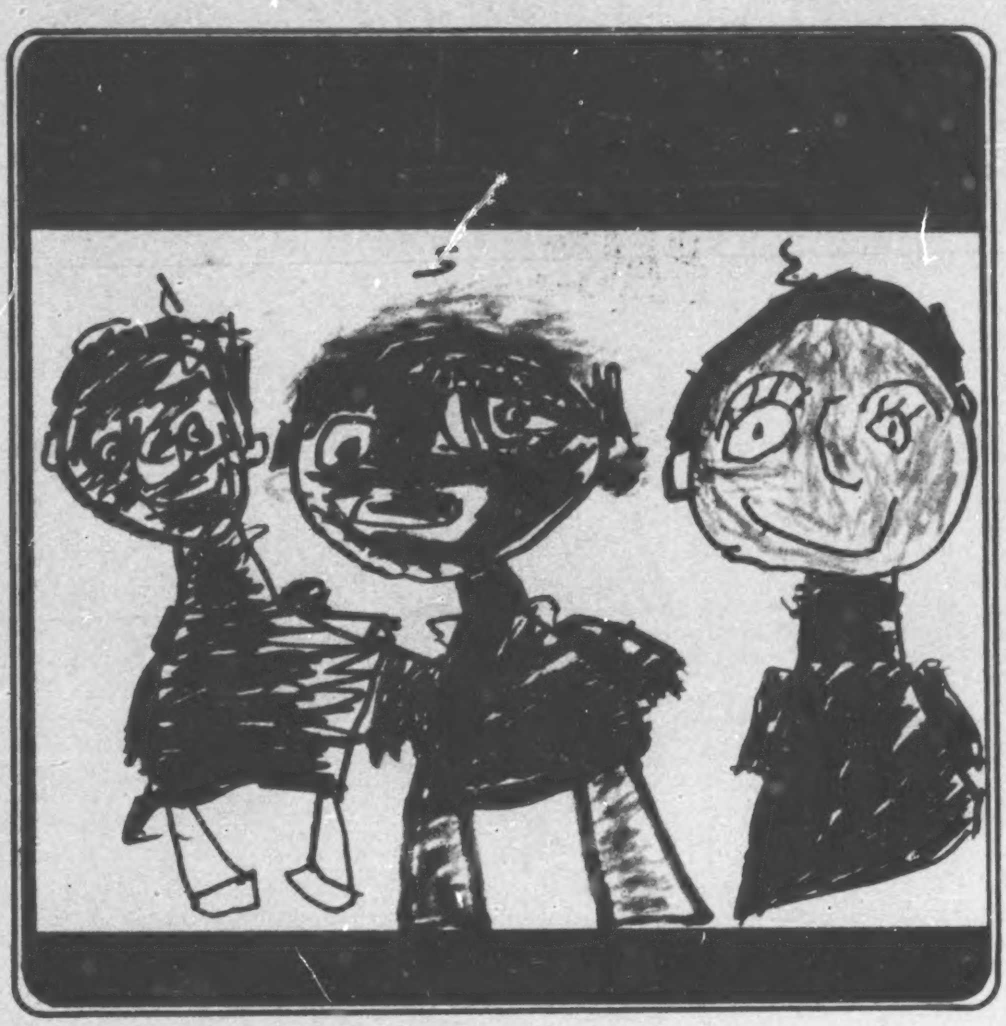
More importantly, because of Follow Through, some school personnel have learned that they and their schools can beneficially interact with the child and family to directly ease the conditions of poverty.

A deliberate transfer of knowledge, skills, and information has occurred between support services staff and parents. Follow Through parents, through the PAC, parent workshops and home visits have become more knowledgeable about how to seek and get help. School personnel have acquired valuable information concerning the child's home environment and needs with which to individually structure the child's school experience.

In addition, Follow Through schools and community agencies have grown to see each other as mutually supportive in working with young children and their families. Each has shared information to prevent duplication of services. The schools have come to concentrate on screening, diagnosis, referral and advocacy and the agencies have provided direct services, thus complementing and building on each other's strengths.

Findings

Chapter VII
Career Development



Career Development

Like support services, career development in Follow Through directly reflects a combination of social action and innovative education. Provisions in the Follow Through rules and regulations reflect the concern that low-income parents be directly involved in program operation and that there be a concrete effort to help them develop marketable job skills. Specifically the Follow Through regulations require that:

- Follow Through parents and other low-income community residents be given priority in hiring for paraprofessional and nonprofessional positions.
- A career development component be established to assure that paraprofessional and nonprofessional staff receive adequate incentives and training for career advancement.

The Follow Through program reflects the OEO philosophy that programs serving poor communities should employ members of the target population. Employment of Follow Through parents and other low-income community residents serves two purposes. It provides employment opportunities for some community residents, and it brings the school and community closer together in their efforts to improve educational services.

One of the lessons learned in Head Start and other community action programs which hire low-income people is that it is necessary to insure that those employed in paraprofessional and nonprofessional positions are treated fairly and

Prior to Follow Through program, I don't believe that there were any -- if there were any, there were very few -- parents functioning in any capacity in the classrooms in these schools.

--an Administrator

according to their own needs. Unless services are provided to help paraprofessional and nonprofessional staff develop skills and credentials which are marketable in the community, the benefits gained will diminish if not disappear when federal funding is withdrawn. In order to prevent this from happening in Follow Through, a career development component was designed which would support paraprofessional and nonprofessional employees as they work toward their career goals.

The career development component in Follow Through basically supports paraprofessional and nonprofessional staff in two ways. First, it helps Follow Through paraprofessional and nonprofessional staff improve their job skills and secure transferable credentials. Second, it calls for planning and implementing changes in personnel policies to provide for increases in salary and job responsibilities on the basis of job experience, academic training and other relevant factors.

This chapter describes how Follow Through sites implemented the career development component. While variations in strategies, staffing and services provided are perhaps greater in career development than in any other Follow Through component we have discussed, we have presented those issues which we feel would be of general interest and greatest use to readers.

> I think in our site, at this point, that parent-wise we have made the community more aware of career education, a college education, the importance of their role in society and improving communication and really advancing. I think Follow Through has done that. We have three aides who will finish their degree and be ready for teaching positions if it is possible to work out their practice teaching next semester. And, then we have two other parents who will have gone on and advanced to a better career. I credit this to Follow Through in stimulating them and making them feel that they are somebody. They are proud of who they are.
>
> --a Follow Through Director

Implementing Career Development

The initial planning for and implementation of the career development component was closely tied to Follow Through provisions for hiring low-income parents and community residents.

Staff Selection. One of the first responsibilities assumed by the Policy Advisory Committee was to establish guidelines and procedures for hiring of paraprofessional and nonprofessional staff. Most often this was done by a task force or subcommittee of the PAC. With input from parents (PAC) and school people, it was possible to develop staff selection and hiring procedures geared to the needs of both the school and the community residents.

During the early years of Follow Through, it was often difficult to identify Follow Through parents and low-income community residents to work in the program. At many sites people who had already been active in Head Start or other community action programs became the first Follow Through paraprofessionals and volunteers. Their experience in similar employment-oriented programs and their knowledge of the community helped local Follow Through programs get a positive start. As the program continued, more and more previously uninvolved people from the community were brought into Follow Through as staff members.

And, of course, the Follow Through program with its built-in emphasis on aides in the classroom, I think, really opened the door towards getting parents themselves involved in the classroom experiences with their youngsters.

--an Administrator

In order to implement the career development component as specified in the rules and regulations, it was necessary for local schools to engage in the following tasks:

- Determining the educational needs of paraprofessional and nonprofessional staff and providing appropriate training and support.
- Designing and implementing a career development plan for paraprofessional and nonprofessional staff.

> If they want certain courses set up here in the building, I'm responsible for finding an instructor and coordinating it through the university or community college -- seeing that the instructor is paid, that there is a room available, etc. That's really the easiest part of the job. The hardest part is working with the paraprofessionals -- maybe they're already enrolled in the program and the university is hassling them cause they say they haven't met certain requirements or they're not enrolled in a program yet and they've been taking some course work and they need to get organized and find an advisor and figure out what they need to take. They're often told that what they've already taken won't count -- so they need some help with that. I spend a lot of time running around between the Follow Through schools and the college.
>
> --a Career Development Specialist

Some sites have established a staff position, which can generally be referred to as a "career development specialist", to coordinate these efforts. This person works individually with Follow Through paraprofessionals and nonprofessionals to assess their academic and job backgrounds and determine what kind of training and counseling are appropriate to help them in their job responsibilities and toward career advancement. The career development specialist offers assistance in locating and enrolling in classes -- GED preparation, refresher courses in basic skills, college level courses leading to an A.A. (Associate of Arts, a two-year degree) or B.A. degree, and other relevant educational activities.

The career development specialist also works with local training institutions to help them gear their coursework and services to the special needs of Follow Through paraprofessional and nonprofessional staff. Responsibilities of the career development specialist often include arranging for transportation to and from classes, child care, and release time for classroom aides so that they may take classes during the day. The career development specialist also works closely with the PAC in planning and managing career development activities.

Training and Support

Developing support services for paraprofessionals and nonprofessionals in Follow Through can be a complicated task. Many Follow Through paraprofessionals are parents, and many may need help finding appropriate day care or other resources to help them meet both family and job responsibilities. Many initially had not completed high school, attended college or been in school at all for many years. This, too, required special attention. Finally, Follow Through paraprofessionals were to be working in a school environment which was itself undergoing substantial changes in organization, practices and philosophy.

In short, many Follow Through paraprofessionals had to cope simultaneously with a new job, college-level courses, and ongoing family responsibilities. Follow Through had to provide special kinds of training and other resources to support paraprofessionals in their efforts to cope with their new roles.

Supplementary Training. A resource available to many Follow Through schools is the Supplementary Training Program, which provides funds for college level courses leading to a degree for Follow Through paraprofessionals. In addition to tuition, supplementary training funds pay for books and special fees. Local

We're talking about working seven hours a day and we're saying, 'If you had the opportunity would you like to further your education?' No real pressure. No 'You have to go to school to have your job,' type thing. Many of them wait. They usually wait maybe the first quarter and then they begin to think, 'Gee, I might need some help; maybe I could get it by going to school.' We start them out wherever they're at. It may be two years of college and continue on from there -- or high school completion. At the same time they're getting college credit they're getting high school credit. It's pretty exciting. They're as excited about that high school diploma as the day you walk down and get that BA degree.

--a Career Development
Specialist

colleges, either on a subcontract from particular Follow Through schools or directly contracted by USOE to coordinate training on a statewide basis, offer academic courses to Follow Through paraprofessionals. Some schools not participating in the Supplementary Training Program offer similar advanced training funded by local unions or federal programs other than Follow Through.

Most Follow Through supplementary training involved local colleges, universities, community colleges, or other training facilities. Because participants in Follow Through supplementary training were often older than most college students, had families and jobs, and were unaccustomed to the academic environment, training institutions frequently had to adapt their classes and teaching practices in order to meet the needs of these students. Such adaptations often occurred only in response to active criticism by paraprofessionals, Follow Through staff and PAC leaders.

For instance, at one site the local college had to change its on-campus residency requirements to accomodate Follow Through parents who were unable to comply. At another site, professors who taught classes in which Follow Through parents were enrolled became advocates for parents in their efforts to survive the college rigor. These professors provided individual help and guidance to parents, and urged the college to be more responsive to their problems. This eventually led to more evening classes,

> It's important to find instructors who can relate to the people here in this community. Sometimes its a matter of language -- we want the people we get to teach the courses not to be condescending or not to come in and just put the students down...these type of things.
>
> --a Career Development Specialist

> They've taken a different group of people than I think they ever would have. They're more aware that there's another group of people out there. We've seen a lot of changes especially in the School of Education, who, in turn, have put some of their students into our programs.
>
> --a Career Development Specialist

academic credit for sponsor-organized training activities and placement of Follow Through employees in other Follow Through schools for student teaching so that students could finish their training without losing the much-needed income from their employment in Follow Through.

Follow Through staff and training resource people worked together to coordinate on-site and outside training activities. To ease transportation and time problems, college staff often came to the Follow Through school to conduct classes. Individual and group tutoring sessions were organized to help participants keep up with their coursework. Some schools provided substitutes or rotating aides to fill in for paraprofessionals taking daytime classes.

Of the ten sites we visited, six are participating in the Follow Through Supplementary Training Program. The number of paraprofessionals who have earned college degrees (A.A. or B.A.) ranges from eight to thirty at each of these sites. At all ten sites we found that Follow Through career development, counseling and training helped paraprofessional and nonprofessional staff benefit from their work environment. And every site has its own success stories to share -- parents who began as Follow Through paraprofessionals in 1967 or 1968, perhaps without even a high-school diploma, who have now finished college and are teaching in Follow Through or other school programs or pursuing careers in fields other than education.

The rapport is quite different than I would say it probably is with the regular students. They're real advocates. In fact, I remember -- we were having those that hadn't made it in the first time around in a class and the instructor came to me and said, 'I'll be damned. They're going to make it this time if it kills me.' And that's how he felt. He was going to do it in every way he could -- even willing to change the format and everything, to be sure that they did get in and yet not to short-change them either. So you see it in the individual instructors. They're advocates.

--a Career Development
Specialist

Career Development Plan

The career development plan is designed to stimulate career and educational advancement by providing for increases in salary and job responsibilities according to training and job experience.

> Peer pressure becomes, I think, part of going to school. The salary is based on attending college. You can go up the ladder, so to speak, by working increments, but you go up twice as fast if you're getting college credits.
>
> --a Career Development Specialist

The career development plan is most often based on a three-rung "career ladder" -- teacher aide (entry level), teaching assistant (requiring more experience and some advanced training), and credentialed teacher.

The strength of the career ladder and career development plan depend to a large degree on the following factors:

- Follow Through budget priorities.
- School district policies.

Each of these factors can either help or hinder efforts to hire and promote paraprofessional and nonprofessional staff members.

Follow Through Budget Priorities. Follow Through, like most school programs, has suffered the combined effects of budget reductions and inflation over the past nine years. Because a large part of the cost of Follow Through is for staff, Follow Through programs have faced difficult budget decisions often affecting staff involved in the career development program. Many sites have found themselves forced to minimize salary increases to paraprofessional and nonprofessional staff. Some have been under pressure to hire new staff at entry level salaries instead of promoting current employees further up the career ladder.

Some sites have addressed these problems by developing employment opportunities for paraprofessionals outside Follow Through. In one district, a career development committee representing staff and parents from Head Start, Follow Through and Title I ESEA (Elementary and Secondary Education Act) has been formed. In addition to placing staff in these federal programs, the committee seeks out other education or related programs to which they can refer paraprofessionals for employment.

School District Policies. Many school districts had no provisions for hiring, training and promoting paraprofessional staff before Follow Through was initiated, simply because they didn't employ paraprofessionals. In some cases Follow Through was the only school district program which had a career development ladder for paraprofessionals. This tended to result in salary cuts and limited advancement for paraprofessionals when they transferred into non-Follow Through jobs. At least one school has attempted to deal with this problem by standardizing job descriptions, qualifications and salary schedules throughout the school district.

A major problem for Follow Through career development programs has arisen in recent years as the market for credentialed teachers has tightened. Follow Through schools have found

> One of the components of this job is to work with the paraprofessionals. They have a committee which consists of some teachers and some aides. We get together and talk about these kinds of problems and the teachers and aides in these two buildings have set up a career ladder system.
>
> --a Career Development Specialist

that more and more credentialed and experienced teachers are applying for paraprofessional positions. This means that Follow Through programs are frequently faced with the problem of choosing between a qualified teacher and a relatively inexperienced Follow Through parent or low-income community resident for a teaching assistant or even an aide position.

Follow Through sites have addressed this problem in a number of ways. Some have concentrated on accelerating the progress of paraprofessionals through academic programs leading to a teaching credential. Others have enlisted Follow Through staff and the PAC to pressure the school district to make personnel policies consistent with Follow Through rules and regulations. Still others are working to secure funding for additional paraprofessional positions by convincing their school board and administrators of the value of paraprofessionals as a relatively inexpensive resource for expanding the overall capabilities of the school.

Legacy of Career Development

The career development component has had a significant impact both on Follow Through schools and on the families they serve.

By bringing parents and community residents into the school to work alongside educators -- teachers, principals, support services staff and administrators -- Follow Through has

These aides are parents -- most of them. So there is a better communication between the school and community.

--a Principal

helped bridge the gap between the school and community. Follow Through paraprofessional and nonprofessional staff make the school a less foreign place for other parents, and increase the school's responsiveness to community needs. At the same time, these people can help the community understand problems the school faces in its efforts to provide quality educational services.

Perhaps the greatest contribution of Follow Through career development is in jobs, training and career advancement for Follow Through parents. Though their numbers are not overwhelming, and the economic situation many face still presents grave problems, Follow Through has proved a beneficial turning point in the lives of many low-income families. These people are a testimony to the sincere commitment of Follow Through to helping poor and minority families become independent of the social structure and circumstances which kept them in poverty.

Everybody in that program experienced a new lease upon life. By and large they were women with children who were going to be on welfare or had been on welfare. You saw faces so light and so alive and so marvelous -- talk about the new-made -- the world was new-made for these people. As a social experiment it was a remarkable thing -- it was people doing worthwhile work. People getting up in the morning with a bright smile on their faces.

--a Follow Through College
  Instructor

Findings

Chapter VIII
Changes in the Schools

Changes in the Schools

As an alternative, largely autonomous program coming into an established school system, Follow Through has had to find a place within the administrative structure and social patterns of each site.

Project and school staff have had to establish a balance between running Follow Through as a separate entity or losing it entirely within the school system. Follow Through staff, teachers, and children have had to establish, at times, delicate relationships with non-Follow Through staff, teachers and children. And funds from a variety of overlapping sources have had to be jointly matched and coordinated to meet the needs of Follow Through and non-Follow Through programs. Efforts to find the right approach in this process have changed not only most Follow Through programs, but also the school systems which house and support them.

I think if you have a Follow Through program -- or any program that is in itself unique, you either put it in a building all by itself or try to eliminate all the differences that are obvious.

--a Principal

Follow Through and the Regular School

Physical Arrangement

The relationship between Follow Through and the regular school was initially influenced by the physical arrangement of Follow Through schools and/or classrooms. In some cases, Follow Through classrooms were most or all of the K-3 classrooms

So whenever you make a group separate in that way, then you create a problem. They get to be "THOSE KIDS", or pretty soon they get to be "THE DUMMYS," or something.

--a Follow Through Teacher

for the entire school system. In other cases, Follow Through classrooms represented only a small percentage of the primary grade classrooms. Some districts chose to concentrate Follow Through classrooms in a few schools; others dispersed them throughout a number of schools.

Some Follow Through people feel that concentrating Follow Through classrooms entirely within one or more schools is more easily accomplished, and the program itself develops a distinct, more easily recognizable identity. On the other hand, others feel that such concentration produces unwanted isolation of Follow Through teachers and, particularly, students while diminishing the visibility and accessibility of Follow Through to non-Follow Through teachers, children and parents.

Regardless of Follow Through's configuration, the intensity and comprehensiveness of the program, and the fact that it was directed at a limited number of teachers, staff, children and parents created an atmosphere of solidarity and a feeling of exclusiveness which transcended physical location and arrangement.

The Follow Through Family

One of the expressions often used to describe Follow Through has been the Follow Through "family." This phrase reflects the closeness felt by those who are in the program. They work together; they train together; they solve problems together; they share similar concerns, and so on. And because so many of their experiences are different from those of non-Follow Through people, they tend to stick together.

This has proved to be a strength of Follow Through. Many people in the program feel they need and have benefited from this feeling of "family" cohesiveness through the enthusiasm, solidarity and support which it has generated.

Rich Cousin

Not all consequences of Follow Through's "specialness" -- its special funding, abundant materials, etc. -- were beneficial. One of the most frequently mentioned complaints was that Follow Through was viewed as a "rich cousin" who moves in next door.

One school board member told a sadly funny story. When boxes full of toys and materials arrived in the school one morning, the Follow Through children received the toys and materials and the non-Follow Through children received the boxes.

As one administrator put it, "Obviously, this is going to be a problem". And it was. Non-Follow Through teachers and students were very often jealous of Follow Through. This jealousy created feelings of resentment which led in turn to unwanted isolation of Follow Through teachers and students.

Most schools have successfully moved beyond such initial impressions. Administrators, who had not initially been aware of or perhaps prepared for the problem, made special efforts to insure consistent treatment of Follow Through and non-Follow Through students -- particularly in terms

There's more continuity, more of a give and take of respect for ideas and respect for personalities. When the staff has that kind of interaction -- a flowing, then this is also sensed and picked up by the children. If they see teachers and aides working together, planning together, having fun together, its communicated to them.

--a Follow Through Teacher

It's a very difficult thing to accept in that you see children in a class next to you receiving more things in terms of materials, opportunities for trips, snacks, and attention paid to them. And then you go next door you see that the same kinds of children are not getting those services.

--a Follow Through Teacher

When you bring a rich cousin in a neighborhood with havenots, sometimes it creates a lot of problems. When Follow Through first started it was really difficult, and Follow Through teachers were shut out. There were lots of hard feelings and it has taken a great deal of work on everybody's part to try and overcome this. I think they're at the place now where they're pretty well accepted. They're not only accepted, but now other teachers are able to say, 'Hey maybe there is something good about the program.'

--an Administrator

It helped us see ways that we could implement an individualized program in the district. Particularly when you had other 1st, 2nd, and 3rd grade teachers seeing the kinds of things going on in the classroom that teachers often said couldn't be done -- with learning centers and so forth. So I think in that area there was quite a bit of spin-off.

--a Follow Through
Teacher

of scheduling arrivals, lunch breaks, recess, and so on. Non-Follow Through teachers began to participate in Follow Through training. And some districts found areas of lattitude where they could make Follow Through or similar materials available to non-Follow Through children.

The Changing Relationship

When a Follow Through project was first implemented, the distinctions between Follow Through and regular classrooms were minimal. Follow Through teachers had yet to break out of old patterns, parents had yet to be involved, and sponsors had yet to fully operationalize their instructional models.

As the program continued, distinctions became more evident. What was going on in Follow Through classrooms was different not only because there were more adults there, but also because of what those adults were doing. Teacher aides were definitely a part of the teaching process. Follow Through parents were clearly the target of a great deal more attention than regular school parents. And there were more support services -- health, nutrition, social and psychological -- available to Follow Through children and their families.

As the program matured, some of the distinctions began to fade. Teachers and children moved out of Follow Through into non-Follow Through school systems. With them came small parts of Follow Through. Follow Through training sometimes became part of regular school district in-service training. And, to varying degrees, the practices and philosophy of Follow Through are beginning to be incorporated by the non-Follow Through school system.

The explanation for this growing similarity between non-Follow Through and Follow Through schools entails at least three identifiable processes.

First, Follow Through did not capture the market for educational innovation and change. In the last decade, a great deal of thought and discussion has gone into improving education, particularly for poor and minority children. Relationships among non-Follow Through teachers, administrators and parents have changed and what they are doing in the classroom has changed. Federal programs like ESEA Title I have enabled schools to provide more adults in the classroom and make more materials available to poor and minority children. And, in addition, parent involvement and home environment have been increasingly recognized as essential to the learning process.

Cause really when you look at Follow Through, you can't see anything that's completely new and different. The things that are being implemented in the Follow Through project have been done in other places and have been done here in different ways.

--an Administrator

Secondly, many states, school districts and schools participating in Follow Through have perceived it as an innovative "pilot" or demonstration program whose purpose was to effect changes in the practices and techniques employed in regular classrooms. City and state Follow Through offices and Policy Advisory Committees have been established. They facilitate communication and coordination among Follow Through schools while simultaneously making information available to non-Follow Through schools. Focused effort has gone into shared training between Follow Through and non-Follow Through personnel, rotation of teachers and aides into both regular and Follow Through programs, and mutual development of instructional materials.

Finally, much of the "dissemination" of Follow Through information and practices has occurred naturally through informal networks and associations. This process is instrumental in helping regular school teachers who are initially resentful of the additional resources available to Follow Through's teachers to overcome their resentment. Through informal contact, they begin to understand how Follow Through could help them, too. Lunch room conversations about a particular reading technique serve to stimulate inquiry about what Follow Through is doing.

Information and experience about innovative techniques and practices flows formally and informally between Follow Through and the regular school system. In those districts where Follow Through has been seen as a pilot program, this process of exchange has been facilitated through formal, intentional dissemination activities. However, in almost all districts, the inevitable interaction through informal networks and association eventually serve to create a natural dissemination system which in turn creates pressure for more formal, intentional and extensive dissemination activities.

> For schools in the inner city, we're talking about early childhood centers based on the concept of Follow Through, which is a big plus for Follow Through. We've developed two new ones in the past two years that are supported entirely by the district.
>
> --a Principal

Defining Administrative Roles and Responsibilities

Follow Through introduced three new administrative or management roles to the schools -- the model sponsor, the Follow Through director, and the Policy Advisory Committee. This meant substantial reappraisal and reorganization of administrative roles. Also, in the process of reappraising and reorganizing authority and responsibility, sometimes accountability became difficult to achieve.

Follow Through schools and school districts faced the organizational accountability problems in two ways. First, ways have been found to incorporate Follow Through roles into the existing administrative structure, and second, the role of administration has been modified to increase support and coordination of Follow Through staff and teachers.

The Role of the Sponsor Representatives. Sponsor staff entered the schools under contract to provide specific training and instructional development services; they had no direct administrative authority over the program. However, given the finality of the sponsor-site relationship, and the fact that USOE held sponsors and sites mutually accountable for the program, sponsor representatives had to assume authority which went substantially beyond the role of consultant.

Authority plus responsibility equals accountability.

--a Superintendent

One of the problems that we had when first getting started -- we had all these consultants coming in. We'd get (the teachers) started on one thing and next month somebody else would come in and get them started on something else. They felt insecure. Like they had fifteen different bosses. This caused a lot of problems that first year.

--a Follow Through Director

I think they're learning with us. I think they had a basic philosophy that gave these teachers who were going to work with these children a base to work from. So often it's hard for a teacher -- for any of us -- to say, 'This is what I believe and because I believe this, these are some of the activities that I'm going to do.' The sponsor did this -- gave us a strong philosophy or an understanding of what we believe.

--a Diagnostician

Site and sponsor personnel found that working with one another was not always easy. Many of the problems were linked with the sponsor's role as an outside change agent. Sponsors were required to conceptualize a model, provide training and assistance for a number of sites, and at the same time, develop the necessary site expertise and experience which would allow the site to operate when the sponsor wasn't present. This required herculean effort on the part of both sponsors and sites -- the sort of effort that is invariably characterized by frequent and complicated problems.

Specific areas of concern mentioned by site personnel included problems of sponsor staff turnover; of what appeared to be abrupt changes in direction; of insufficiently specified responsibilities for site and sponsor; and of being overwhelmed by sponsor needs during the initial implementation.

Despite these problems, however, sites have expressed overall satisfaction in their relationship with sponsors. While initial problems were often serious, virtually all have been either resolved or made obsolete by the developing nature of the implementation process. As one District Superintendent put it, "All large scale complex organizations need some outside stimulus from time to time".

The Role of the Principal and the Follow Through Director

At the beginning of the Follow Through implementation process, most sites found that the roles and responsibilities of the principal and the Follow Through Director were not always clear.

The repercussions of this, as felt by the Follow Through teachers and staff, sometimes made for a difficult start. As building principals and Follow Through Directors attempted to reduce the ambiguity of their relationship; teachers were unable to get the strong, clear administrative support they needed. Staff did not always know where to go to get the "okay" for special Follow Through activities; teachers were not always sure that the changes they were introducing in the classroom would be approved by the principals, and so on. One commonly identified reason for this is that Follow Through planners didn't always involve building principals early enough in the program.

> I think another mistake that was made is that principals were not brought on quickly enough and involved in the planning. Principals, I think, sometimes felt threatened by it. These teachers were responsible to somebody else. And they felt every teacher should be totally responsible to them. They were right. Administratively it's a bad situation... it makes it very hard on those teachers because they get caught in the middle.
>
> --a Psychologist

But again, through actual practice, Follow Through roles and responsibilities of the principal and the Director were clarified, and implementation proceeded more rapidly and more smoothly.

The Policy Advisory Committee (PAC)

As discussed earlier, the federal regulations stipulate that the PAC shall have broad advisory and review power over the Follow Through program. This administrative power covers such areas as screening and evaluating staff, establishing eligibility criteria for employing parents, handling staff and community complaints, developing and approving program components, and coordinating career development. This power created a potential conflict among PAC members, administrative personnel and other citizen forums -- PTAs, Title I advisory committees, school boards -- because it added a number of new people to the organizational structure of the schools.

> And, too, I think that the PAC itself has risen and really drawn respect from the administration. I would say that, in central office, they have a great deal of respect for our Follow Through PAC in decision-making.
>
> --a Follow Through Director

Some schools saw the PAC as having a strictly advisory role, i.e., the power to influence but not to decide. Other schools, through working with parents in the classroom as well as on the PAC, developed a different understanding. These schools saw the PAC as part of the school decision-making body.

The building principal and the Follow Through Director played key roles in how the PAC was used. Frequently, the more contact the principal or the Follow Through Director had with the PAC, the more they saw the PAC as a decision-maker. However, there were factors outside of Follow Through which affected the role of the PAC. The school board is usually the only body prescribed by law to make decisions concerning the schools. Thus, the role of the PAC varies depending on school district policy, the role of the principal and the Follow Through Director, and the relationship of Follow Through and the school at large.

> You have to get the support of the immediate administration. If their view of the program is like a toothache, then they are not going to support it. And I think that is what happens in a lot of school systems. I've been in 35 cities in the U.S. and viewed this Follow Through program and the most horrendous thing I see is some teacher working her butt off and not being supported. So from that point of view, I look at my role in the building not as a manager so much as a supporter.
>
> --a Follow Through Director

Administrative Support and Coordination

Changing school practices requires a well administered and coordinated support system. In many Follow Through schools, administrative support means developing and establishing relationships and methods so that change occurs more easily.

One way school administrators have supported Follow Through programs is by coordinating various programs and funding sources, e.g., Titles I and VII, regular inservice and Follow Through training, and work with community agencies. This coordination has not only supported Follow Through, but has also provided administrators a tool to make use of new roles and responsibilities.

Administrators have found that parents are able to support Follow Through in ways that they themselves cannot -- through letter writing campaigns, presentations before school boards and so on. The PAC can be used as a two-way avenue to ask for and receive parent support for Follow Through.

Similarly, building principals can provide support for Follow Through. They control materials, funds and support service personnel important to the Follow Through program. As a result it has proven advantageous to have a building principal who knows how to use Follow Through materials, as well as provide Follow Through with funds and personnel that are part of the regular school.

New administrative roles with multiple access to various support services has affected changes in the traditional administrative structure of many Follow Through schools. The chain of command has often been replaced with a chain of support, thereby minimizing conflicts and facilitating coordination.

Forming Collegial Relationships

The 'chain of support' is facilitated when school administrative structures and persons in

The Assistant Administrator in Elementary Education has continued to support this kind of coordination among programs. If you'll look at the budget of Follow Through, you'll see that some of the services are paid for by Title I and they share with different people.

--a Follow Through Teacher

Without the cooperation of other people, I can't change a thing. I can change myself. You can change yourself, and to some extent we can change other people by our personal influence -- by our style, by our manner of relating to other people. Beyond that, the responsibility of leadership is to convey an attitude of change-mindedness -- that you're interested in change, willing to listen to change, know about change, anticipate the future.

--a District Superintendent

But after you have stretched a dollar so far, all you have left is a bunch of separate piles of nickels and dimes.

--an Administrator

administrative roles reinforce collegial rather than hierarchical relationships. Such a redefinition of administrative relationships has become inherent in the size and complexity of many local school systems. Follow Through, with the introduction of the new roles of sponsor representatives, Follow Through Director and the Policy Advisory Committee, has simply underscored this increasingly recognized reality.

Administrators can accomplish nothing if they do not secure the support and trust of other administrators and direct service staff. To secure such support, it is necessary to provide people with sufficient information, time for the ample 'digestion' of the information, and a vehicle in which to air concerns and resolve problems. In effect,"the apex of the pyramid becomes the bottom of the funnel."

Dealing with the Cost of Follow Through

Follow Through is expensive. In some schools, per pupil Follow Through expenditures have been 180 percent of regular programs. In facing the problem of high costs, districts have attempted to stretch available dollars by coordinating their programs and sharing resources.

These efforts are often not enough. Consequently, many Follow Through school districts have come to two conclusions. First, and most predominantly, they do not see how they can continue a full-scale Follow Through program without federal support. Second, they have begun to look at educational priorities in the society with some perspective, to try to see what should be considered a worthwhile program.

Some districts have come to view Follow Through early childhood education as an effective and potentially inexpensive intervention system. They reason that it is less expensive to catch a problem early, before it has a chance to develop, than to try to deal with it -- and pay for it -- later on.

Compensatory education for the poor or disadvantaged is expensive. But so is public support for colleges. So are non-compensatory educational programs. The question becomes one of determining where the educational dollars should be equitably spent. Those districts with a great need for compensatory programs are the least able, financially, to pay for them. As a result, support for such programs must come at least in part, from an outside source.

Follow Through Evaluation

Evaluation of Follow Through has been a sore point for local sites. Their complaints have concerned: 1) over-testing, 2) insufficient feedback on test results, 3) testing mostly those areas which can be easily measured rather than those which reflect the program, and 4) insufficient development of alternative evaluation techniques and measures.

When you say expensive, you have to say expensive compared to what. Compared to failing all through school -- getting into welfare -- going to jail -- being in the state or federal prison system -- how expensive is that?

--an Administrator

I don't think they should automatically assume that it's too expensive. It isn't as expensive as a college education, for example, on a per pupil basis. And maybe that's the kind of thing that they ought to be looking at. Where are our educational dollars going? Are there enough educational dollars to go around?

--an Administrator

We can never get results back to use internally so that we could have a check on how we're doing ourselves. We weren't in favor of a lot of things we had to do to begin with -- and even after we did them, forced ourselves to do them, then the results were not available to us.

--an Administrator

They want things in neat little graphs and charts and neat little packages that are normed and everything is in that kind of category. The real difference-making things are not that easy to explain. So everybody takes the easy part of it and says, 'This is what we'll hold you accountable for.' Can easiness to measure be the determining factor in any kind of program that you have?

--an Administrator

We test the kids -- and you try to do it by some dumb test score -- and it doesn't show how happy they are coming to school. It doesn't show the difference in the parents who would never set foot in school because it was a horrible place and they've only had horrible experiences with it. We're moving away from that.

--a Diagnostician

Every site is very aware that Follow Through is an experimental program, one of whose purposes is to provide hard data on the efficacy of various educational approaches. Most sites have learned to live with this reality, but would be a lot happier if the evaluation efforts helped them establish their priorities. While many have been host to city, state, and federal level evaluations, some have yet to receive the results, some received them too late, and some find the results not helpful.

Some districts have complained that the areas being tested do not accurately represent the child's development or correspond to locally established priorities. As a consequence, they are attempting to include other kinds of data in their evaluation and assessment efforts. For example, many are including data on absentee and drop out rates, parent involvement rates and attitudes, prevalence of delinquency and discipline problems, and measures of student motivation and satisfaction.

The prevalent feeling among districts seems to be that achievement tests are indispensible, but that attempting to make decisions solely on their results is ultimately self-defeating.

Summary

One of the strengths of Follow Through is its comprehensiveness. However, it is important to understand that the greatest strength can also be a weakness.

Follow Through has implemented changes in classroom organization and practices, in involving parents and providing supportive services to Follow Through families. While the breadth and scope of these changes has certainly contributed to the program's impact on Follow Through children, it also contributed to the impact which Follow Through had and continues to have on the regular school system.

This impact, which has had both good and bad effects, was for the most part not anticipated by Follow Through participants. Had Follow Through been a more modest program -- aimed only at changing teacher behaviors or involving parents -- it would not only have had fewer problems, it would not have been as successful.

The major areas in which Follow Through produced unanticipated effects were in a redefinition and reorganization of administrative roles and responsibilities. The PAC, the Follow Through Director, and sponsor representatives were new administrative roles which had to be incorporated within the existing administrative system. This process of incorporation, which for the most part resulted in more responsive administration, also resulted in frequent initial conflicts, ambiguity of roles and expectations, and short term loss of effective administrative support.

> What one person does in an area affects somebody else in another area. So the Follow Through program affects the children who are not a part of that program, and vice versa. The school and Follow Through are in the same game and they all have to work for the common good. Even though one has more things or more opportunity -- that person has to say, 'Look we're all in the job of education for children.' And they really have to cooperate. Otherwise, both school and Follow Through will fail. You can't have a successful Follow Through program in a school where another program is not working, because the children mingle. The staff members mingle. The success or failure of one can only be measured by the success or failure of the other.
>
> --a Principal

The Follow Through program was also directed at a limited target -- a select number of families and teachers participated. This exclusiveness not only stimulated beneficial solidarity within the program but also contributed to feelings of jealousy and resentment outside the program.

Continuing, Follow Through is expensive, more expensive than the political and educational priorities of local school districts will allow. Without continued federal support, Follow Through as it presently exists will not be continued; however, the very preponderance of this expense when coupled with the program's perceived success has led many school districts to reexamine their educational priorities.

Finally, Follow Through is an experimental program. From a national perspective much of the justification for the expense of Follow Through has been for its R & D value. This climate of planned experimentation has contributed to much of the innovativeness of the program while simultaneously contributing to feelings of resentment by site personnel who have been the "subjects" of the experiment.

The impact of a program as comprehensive as Follow Through is difficult if not impossible to imagine during the planning stages, anticipate during its implementation, and measure during its evaluation. Many people in Follow Through feel its impact and feel it is beneficial. Yet even among those who strongly support the program there is disagreement as to which parts of the program are most important. Some argue the importance of parent involvement, others argue for particular changes in classroom practices related to specific model sponsors. Still others believe that its true impact will be felt when the Follow Through children have finished school -- "You will see the difference."

The resolution of such arguments cannot occur one-sidedly. The fact that some people strongly support one part of the program influences their implementation of that part and consequently influences its impact. To reduce or simplify the stated and hoped for impact of Follow Through will diminish the possibility of a variety of diverse commitments while simultaneously narrowing the scope of its effect.

Commentary

Chapter IX

The Best of Follow Through

The Best of Follow Through

This study has been devoted to finding out what Follow Through participants could and did do to make Follow Through an effective, forceful program for change in their own communities. We examined the problems and issues which most frequently arise during the process of implementation and the strategies that have evolved for dealing with them. In effect, we asked the Follow Through community, "What makes Follow Through work?" The wealth of common sense and creative ideas with which they have responded form the body of this report.

The fact that we now have a clearer understanding of what it takes to make Follow Through work bears little weight unless we also ask ourselves, "What does it mean to Follow Through children, parents and schools when Follow Through works?" Thus, this chapter is a statement of our perception of the significance of the best of Follow Through.

What Follow Through Means to Children and Parents

Using the school as the central focus, Follow Through directed its efforts toward giving young children the basic tools they need to become independent learners. Different Follow Through models focus to varying degrees on parent education, basic skills, problem-solving skills and development of a positive self image, but they all share the goal of giving children from low-income families a sound and worthwhile educational beginning.

Follow Through also enlisted parents as educators. Follow Through parents learned that, though they may not be credentialed teachers, they are nonetheless teachers of their own children. Parents were provided with information and resources to help them become better teachers of their children, and parents and school people learned to work together to give children the best the educational world has to offer.

Because Follow Through bridged many of the traditional gaps between parents and schools, parents were able to recognize and make use of their rights and responsibilities as parents and community residents. They took an active role in determining what the school does and how it is done. Parents found that they can have a significant impact on the day-to-day operations of the school.

Follow Through provided parents with information about how to meet their own and their children's needs within the home environment by offering training in home health, nutrition, safety and other areas. Further, as part of their Follow Through experience, parents learned how to identify and make use of community and school resources. Follow Through helped parents develop skills both as individuals and as group members. Parents used skills they learned in Follow Through to express their rights and needs as consumers of social, health, and educational services in their communities.

Perhaps the most direct example of how Follow Through helped families is through career development. The jobs and training provided by Follow Through helped many parents become more economically self-sufficient and helped increase their confidence and feeling of self-worth.

What Follow Through Means to Schools

Follow Through opened the schools up to a broad spectrum of new influences. It brought new kinds of people -- community leaders, parents, educational theoreticians, researchers -- into the schools. Follow Through introduced school people to many new experiences -- intensive and experiential training, team teaching, home visiting, broad-based participatory decision-making. These new influences expanded the scope of the schools by giving them a new perspective on the role of the school in the community.

Follow Through helped local schools see that there are viable alternatives to traditional educational practices. Schools were able to work closely with those in the field of educational research and development to put new theories of learning and teaching directly into practice. Thus, Follow Through schools learned that it is possible to select and implement innovative instructional practices designed to more effectively meet the needs of low-income children.

Follow Through schools discovered what an asset paraprofessionals can be to the schools. Paraprofessionals extend the capabilities of professional staff far beyond what they could do alone, not only by increasing the number of people available to carry out particular tasks, but also by increasing the depth of understanding and the range of alternative solutions to the problems poor children and families face. Because so many Follow Through paraprofessionals are parents or community residents, they can relate to the children and parents in ways educators often cannot.

Similarly, the Follow Through experience demonstrated to local schools that involving key stakeholders -- teachers, parents, building principals, community agencies, and others -- in planning and decision-making processes brings valuable returns to the school. When administrators elicited a broad base of involvement in such activities as selecting an instructional model, planning program components, budgeting, staff selection, and evaluation, they learned that people are willing to take responsibility for carrying out decisions that are made. At its best, the process of collective decision-making facilitates acceptance of the program and sincere, task-oriented problem-solving. This eases the burden on administrators and makes the program more responsive to the needs and capabilities of all participants.

Perhaps the most significant discovery Follow Through schools have made is that, given adequate resources and a friendly, non-threatening atmosphere, parents can provide meaningful, constructive input into educational processes. Parents bring to the school a creative perspective which can help the school respond to the needs of the community as perceived by community residents. When the school succeeds in developing open, two-way communication with parents, parents feel a sense of ownership of the program and form a strong base of grassroots support in the community. Follow Through parents spread the word among friends, neighbors, and relatives about what the school is doing. And parents can influence school boards, city councils, legislators, and Congress in ways that school officials and Follow Through employees simply cannot.

Impact of Poverty Programs

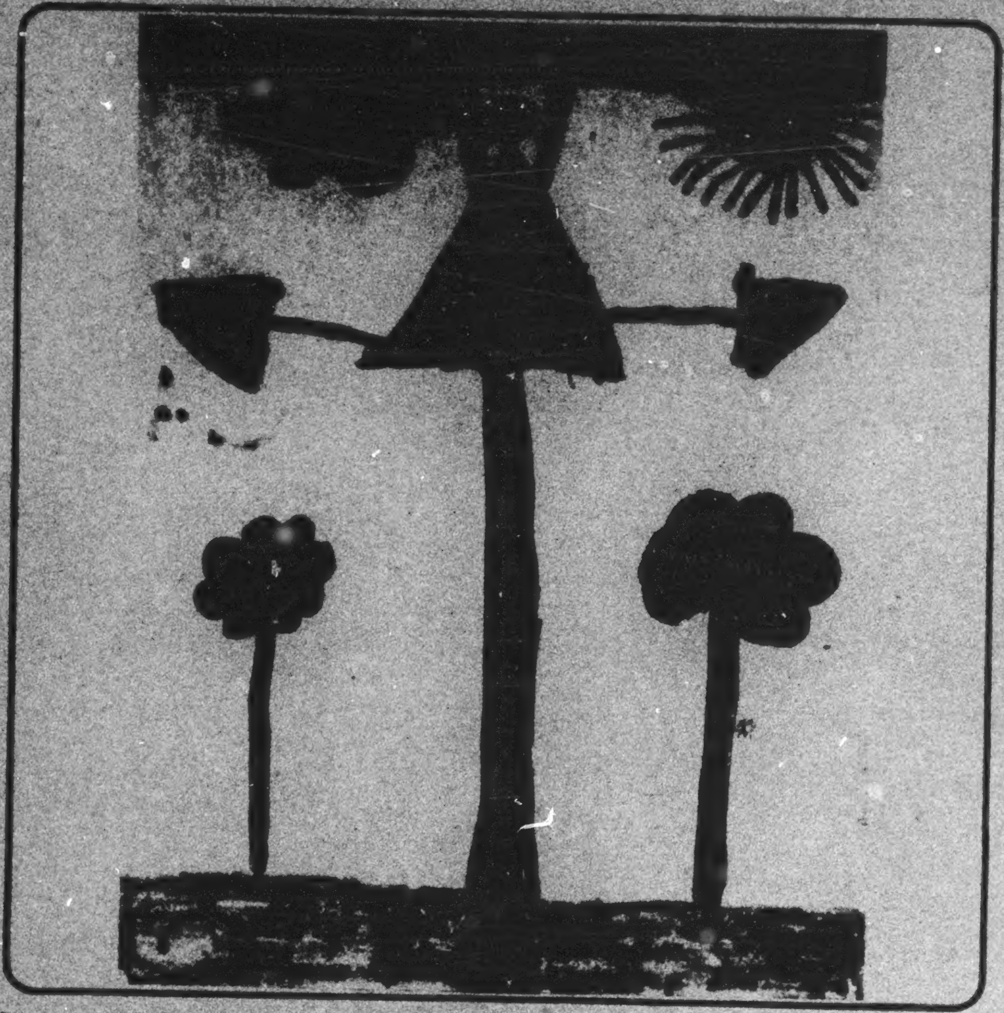
Attempts to solve the problem of poverty have more often than not made the poor become dependent on the government for continued support. These attempts have often led to programs which primarily addressed the symptoms of poverty, not the conditions which lie at the root of it. As a result, many programs relied on continuation of government support as the answer, rather than as a means to an end.

The events of the 1960's, however, brought on a new awareness that in order to reduce poverty, the system had to change so that poor people would have access to the resources they need to become increasingly self-sufficient. This awareness was reflected in the birth of OEO, which was designed to equip low-income communities with the resources they need to develop self-sufficiency, and in the creation of a variety of "change agent" programs designed to make institutions become more responsive to those they serve.

As a program for change, Follow Through is based on a belief which has been with us since the beginning of public education in this country -- that a good education is a basic tool for self-sufficiency and "equal opportunity". Yet the best of Follow Through encompasses not only education but also the philosophy of OEO community action and "change agent" programs. Thus, the best of Follow Through helps poor children and their families develop skills to solve their own problems, and works to make the schools more responsive to the children, families and communities they serve.

The best of Follow Through is the best of change. Immediate change in the lives of poor children and families who receive needed social services. Long term change in their relationship to the schools and in their ability to articulate and act on their educational needs. Institutional change in the teaching and administrative practices schools use to meet the needs of poor and minority communities. And, in the end, responsive change, so that parents, their children, teachers, educators, and administrators can continue to interact in a way that insures a responsive school environment.

Appendices



APPENDIX A

- Follow Through Sites Participating in 1975-76 Implementation Study
- Selected Sponsor and Geographic Characteristics of Participating Sites
- Selected Demographic Characteristics for Total Population of Participating Sites
- Sponsor Groupings (USOE)
- Methodology

Follow Through Sites Participating in 1975-76 Implementation Study

Atlantic City, New Jersey
Mamie Jackson
Follow Through Director
New Jersey Avenue School
New Jersey and Artic Avenue
Atlantic City, New Jersey 08401

Sponsor: Hampton Institute
and, formerly AFRAM

Chicago, Illinois
Evangeline James
Follow Through Director
228 North LaSalle St. Room 1157
Chicago, Illinois 60601

Sponsor: High/Scope

Jonesboro, Arkansas
Nettie Whitehead
Follow Through Director
1300 South Church Street
Jonesboro, Arkansas 72401

Sponsor: University of Florida

LeFlore County, Mississippi
Amanda Elzy
LeFlore County Schools
P.O. Box 544
Greenwood, Mississippi 38930

Sponsor: High/Scope

New Madrid County, Missouri
Blaine E. Martin
711 King Avenue Box 280
Portageville, Missouri 63873

Sponsor: University of Kansas

New York City

P.S. 6
Louise Cooper
Follow Through Director
1000 E. Tremont Avenue
Bronx, New York City, N. Y. 10460

Sponsor: University of Kansas

P.S. 243
June Douglas
Follow Through Director
1580 Dean Street
Brooklyn, New York City, N.Y. 11213

Sponsor: Bank Street College of
Education

Portland, Oregon
Robert Harold, Principal
Eliot School
2231 North Flint Avenue
Portland, Oregon 97227

Sponsor: Self-sponsored

Tacoma, Washington
Ernie Bretzel
Assistant Director, Early
Childhood Education
Tacoma Public Schools
P.O. Box 1357
Tacoma, Washington 98401

Sponsor: Far West Laboratory

Zuni, New Mexico
Gertrude Wall
Follow Through Director
P.O. Box 447
Zuni, New Mexico 87327

Sponsor: University of North
Dakota

Selected Sponsor and Geographic Characteristics of Participating Sites

SITE	SPONSOR	TYPE OF MODEL	REGION	METROPOLITAN STATUS[1]	1970 POPULATION[2]
ATLANTIC CITY, NEW JERSEY	Hampton Institute	IV Less Structured	Northeast	Urban	47,859
BRONX, NEW YORK	Univ. of Kansas	II Highly Structured	Northeast	Urban	7,894,798[3]
BROOKLYN, NEW YORK	Bank St. College	V Open Classroom	Northeast	Urban	7,894,798[3]
CHICAGO, ILLINOIS	High/Scope	III Structured	Midwest	Urban	3,369,357
JONESBORO, ARKANSAS	Univ. of Florida	I Parent	South	Rural	27,050
LEFLORE COUNTY, MISSISSIPPI	High/Scope	III Structured	South	Rural	42,111
PORTAGEVILLE, MISSOURI	Univ. of Kansas	II Highly Structured	South	Rural	3,117
PORTLAND, OREGON	Self-sponsored	-	West Coast	Urban	379,967
TACOMA, WASHINGTON	Far West Laboratory	IV Less Structured	West Coast	Urban	154,581
ZUNI, NEW MEXICO	U. of North Dakota	V Open Classroom	Southwest	Rural	3,958

---

[1] Source: Judd, David E. and Sheryl E. Wood; Follow Through Materials Review; Nero and Associates: Portland, Oregon, June, 1973.

[2] Source: 1970 Census: Characteristics of the Population.

[3] Population is for New York City.

Selected Demographic Characteristics for Total Population of Participating Sites[1]

SITE	MEDIAN INCOME	% OF FAMILIES BELOW POVERTY	% OF POPULATION NON-WHITE	% OF ADULTS OVER 25 WHO FINISHED HIGH SCHOOL
ATLANTIC CITY, NEW JERSEY	$ 6,395	16.9%	45.4%	35.4%
BRONX, NEW YORK	9,682 [2]	11.5 [2]	23.4 [2]	46.9 [2]
BROOKLYN, NEW YORK	9,682 [2]	11.5 [2]	23.4 [2]	46.9 [2]
CHICAGO, ILLINOIS	10,242	10.6	34.4	43.9
JONESBORO, ARKANSAS	7,638	15.6	6.1	50.7
LEFLORE COUNTY, MISSISSIPPI	5,315	36.3	58.3	36.5
PORTAGEVILLE, MISSOURI	5,913	30.4	18.1	37.3
PORTLAND, OREGON	9,799	8.1	7.8	60.4
TACOMA, WASHINGTON	9,537	9.2	9.2	55.5
ZUNI, NEW MEXICO	4,928	61.1	97.4	21.2

---

[1] Source: 1970 census: Characteristics of the Population

[2] Figures are for New York City.

Sponsor Groupings

The USOE sponsor groupings (updated by Nero and Associates to reflect the current sponsors) are:*

Group 1. Parent Educational Approach

Sponsor	# of Sponsor Sites
University of Florida	11
Georgia State University	2
Clark College	2
Western Behavioral Sciences Institute	1
Total:	16

Group 2. Highly Structured and Sequenced Curriculum Approach

Sponsor	# of Sponsor Sites
University of Oregon	16
University of Kansas	13
University of Pittsburgh	7
City University of New York	2
Total:	38

Group 3. Structured Curriculum Approach

Sponsor	# of Sponsor Sites
High/Scope	8
University of Georgia	5
Southwest Educational Development Laboratory	5
Center for Inner City Studies (Illinois)	3
University of California at Santa Cruz	1
Total:	22

---

*Originally USOE had a grouping called "Parent Implementation" which included only AFRAM. Since AFRAM is no longer a sponsor, we have not included that group.

Group 4. Less Structured Curriculum Approach

Sponsor	# of Sponsor Sites
University of Arizona	19
Far West	14
Hampton Institute	4
Prentice-Hall	1
Total	38

Group 5. Open Classroom Approach

Sponsor	# of Sponsor Sites
Bank Street	14
Education Development Center	10
University of North Dakota	4
Total	28

Methodology

The number of sites participating in the study was determined in part by our decision to gather data by means of personal interviews. At the same time, we felt it was important that the information collected be reasonably generalizable. As a result, we selected 10 sites which represented a diversity of sponsor instructional approaches and site/community characteristics.

Sponsor Characteristics. The USOE has grouped Follow Through instructional models on a curriculum continuum according to emphasis on structure. Each of these groups is represented by at least one site in this study.

Type of Model	Number of Sites Visited
Parent Education Approach	1
Highly Structured Sequenced Approach	2
Structured Curriculum Approach	2
Less Structured Curriculum Approach	2
Open Classroom Appraoch	2
Self-sponsored	1

The sponsors of sites in our study are responsible for 69 of the 147 sponsored Follow Through sites.

Site/Community Characteristics. Participating sites represent a broad spectrum of regional, metropolitan and ethnic characteristics. The study team visited Follow Through programs in the northeast, midwest, south, southwest and west coast regions. Of these, four are classified by the sponsors as rural, six as urban; their locales range in population size from 3,000 to 8,000,000. Several of the programs serve predominantly Black populations, other programs serve Spanish-speaking, Native American and white communities as well. Three of the participating sites serve ethnically homogeneous communities; the others are located within ethnically mixed communities. The sites include an isolated Indian reservation, a small college town, middle-size cities and major urban centers.

This study was designed to capture as much as possible of the natural complexity of Follow Through's change process. To do this, it was necessary to achieve a delicate balance between encouraging free exchange of information and requiring enough specificity to permit judgments on relevance, accuracy and commonality. We decided that person-to-person interviews would be the most effective way to achieve this balance.

Interview Process. Interviews were conducted at ten Follow Through sites during the fall of 1975 and spring of 1976. The sites visited were:

1. Atlantic City, New Jersey
2. Portland, Oregon
3. Tacoma, Washington
4. Zuni, New Mexico
5. Bronx, New York
6. Brooklyn, New York
7. Chicago, Illinois
8. Jonesboro, Arkansas
9. Leflore County, Mississippi
10. Portageville, Missouri

At each site interviews were arranged with individuals and groups according to their role in Follow Through:

- Follow Through Director or Coordinator
- District Superintendent or Federal Projects Coordinator
- Building principal
- Follow Through staff (e.g., parent coordinator, career development specialist, local trainer, nurse, social worker, guidance and counseling staff)
- Parent and community representatives (e.g., PAC chairperson, parents, community representatives)
- Follow Through teachers and classroom aides

Each individual or group was interviewed about the parts of Follow Through that relate most directly to their own role(s) in the program. Interviewees were encouraged to identify problems and successes they considered important to share. Interviewees were asked to comment on what they felt other schools interested in Follow Through should know about implementation.

Some of the interviews were taped, transcribed and later analyzed for recurring themes relating to problems in and approaches to Follow Through implementation, as perceived by interviewees. Other interviews were more directed and focused on checking the perceptions of previous interviewees.

APPENDIX B

- Bibliography

BOOKS AND PAMPHLETS

Beers, C. David et al. *A Description of Follow Through Sponsor Implementation Processes*. Portland, Oregon: Nero and Associates, Inc. April, 1975.

Berman, Paul and McLaughlin, Milbrey Wallin. *Federal Programs Supporting Educational Change: A Model of Educational Change*. Santa Monica: Rand Corporation. September, 1974.

Havelock, Ronald G. et al. *Planning for Innovation Through Dissemination and Utilization of Knowledge*. Ann Arbor: CRUSK, University of Michigan. 1973.

Innovation and Change, A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational System. Vol. III, Results and Policy Recommendations. Cambridge: Abt Associates, Inc. December 22, 1972.

Judd, David E. and Wood, Sheryl. *Follow Through Materials Review*. Portland, Oregon: Nero and Associates, Inc. June, 1973.

Krulee, Gilbert K. et al. *An Organizational Analysis of Project Follow Through*. Final Report, Evanston, Illinois: Northwestern University. November 1, 1972.

Krulee, Gilbert K. et al. *Some Guidelines for Organizing a Local Follow Through Project*. Evanston, Illinois: Northwestern University. April, 1973.

Maccoby, Eleanor E. and Zellner, Miriam. *Experiments in Primary Education: Aspects of Project Follow Through*. New York: Hartcourt, Brace, Jovanovich. 1970.

Monaghan, Anne Coolidge and Lukas, Carol Vandeusen. *The Impact of the Head Start Planned Variation Experience*. Cambridge: The Huron Institute. 1974.

Rivlin, Alice M. and Timpane, Michael F. (Eds.). *Planned Variation in Education - Should We Give Up or Try Harder?*. Washington, D.C.: The Brookings Institution. 1975.

Sarason, Seymour B. *The Culture of the School and the Problem of Change*. Boston: Allyn and Bacon, Inc. 1971.

Stallings, Jane A. et al. *Follow Through Program Classroom Observation Evaluation, 1971-72*. Menlo Park, California: Stanford Research Institute. August, 1973.

PAPERS

Appendix to Request for Proposal for Follow Through, History of the Follow Through Program. Presented at Sponsors Conference, Washington, D.C. July 17-20, 1972.

Elmore, Richard F. Implementation of Educational Innovations: An Outline of the Problem Based on Experience with Planned Variation Experiments. Cambridge: Huron Institute. August, 1973.

Elmore, Richard F. Issues in the Design and Administration of Large-Scale Educational Experiments: The Case of Follow Through. Unpublished paper. Conference on Planned Variation Experimentation in Education. Washington, D.C.: The Brookings Institution. April, 1973.

Follow Through Program Rules and Regulations, FR 77, Part II, April 21, 1975.

McDaniels, Garry L. The Current Status of Follow Through as a Social Experiment. Unpublished paper, Washington, D.C.: National Institute of Education. 1973.

Stallings, Jane. What Teachers Do Does Make A Difference -- A Study of Seven Follow Through Educational Models. Presented to the Early Childhood Conference on Evaluation, Anaheim, California. August 6, 1974.

Weikart, David P. A Strategy of Planned Variation. Presented to Educational Staff Seminar. Washington, D.C.: USOE. February, 1974.

Wilson, Rosemary. Answer to Inquiries about Follow Through. Washington, D.C.: USOE. (no date).